DOCUMENT RESUME

ED 396 664 IR 017 839

TITLE	CNN Newsroom Classroom Guides, May 1-31, 1996.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	May 96
NOTE	89p.; No guide for May 27 (Memorial Day).
AVAILABLE FROM	Electronic version: gopher@ericir.syr.edu, Lesson plans, CNN Newsroom Daily Lesson Plans; or at the URL: gopher://ericir.syr.edu:70/11/Lesson/CNN. Videos of the broadcast: Turner Multimedia, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30433-5780 (specify date; $10.95 per episode).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for the month of May, provide program rundowns, suggestions for class activities and discussion, student handouts, and lists of related news terms. Topics covered include: United States-Israel anti-terrorism accord, the comeback of baseball merchandising, marketing strategies, Indian elections, and safety in laying underground pipes with a robotic backhoe (May 1-3); Israel-Palestine peace talks, political protest music, the Bosnian War Crimes tribunal, official police presence at fast food restaurants, pollen allergies, schism between F. W. De Klerk's and Nelson Mandela's political parties in South Africa, (May 6-10); candidate "marketing," difficulties of Liberian refugees, fat content of foods, the U.S. threats of trade sanctions on China, the history of the United Farm Workers' union, Bob Dole's resignation from the Senate, space shuttle launches, biorhythms, and the Dead Sea Scrolls online (May 13-17); the Endeavor lift-off, "cyber-campaigns," an oil-for-food agreement between Iraq and the United nations, the controversy over renewing China's Most Favored Nation status, attracting a professional sports team to one's town, microbes in drinking water, treatments to reduce pain, and the dissolution of a Chinese gun-smuggling operation (May 20-24); a peace agreement between Russia and Chechnya, economic growth in India, the Amish, traffic control during the 1996 Olympics, the Whitewater verdicts, and the cliffhanger in the Israeli elections (May 28-31). (BEW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 664

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CNN Newsroom Classroom Guides. May 1996

by Turner Educational Services

IR017839

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
L.C. Pugliese
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CNN NEWSROOM℠

Dear Educator:

Thank you for your interest in CNN NEWSROOM. Enclosed is the information you requested, including everything you need to enroll in the CNN NEWSROOM service. CNN NEWSROOM is a daily 15-minute commerical-free news program specifically produced for classroom use and provided free to participating schools.

By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T3, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

P.S. Remember, upon completing and returning the enclosed enrollment form, you may begin taping and using CNN NEWSROOM in the classroom without delay. If you prefer, you may fax your completed form to us at 1-215-493-5320.

Turner Educational Services, Inc. • 105 Terry Drive, Suite 120 • Newtown, PA 18940-3425 • 1-800-344-6219 • FAX: 1-215-579-8589

CNN Newsroom Daily Classroom Guide Carriers

The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

CARRIER	SERVICE AREA	CONTACT/PHONE
America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

DON'T DELAY! Start using CNN NEWSROOM today!

CNN NEWSROOM

SCHOOL ENROLLMENT AND LICENSING FORM

Yes! Enroll my school in CNN NEWSROOM, a free service provided by Turner Educational Services

CNN NEWSROOM is transmitted weekdays at 4:30AM/ET, 12 months a year, through the facilities of your local cable television operator. By completing and returning this form, educators are *immediately* licensed for complete off-cable taping rights for **CNN NEWSROOM.** Your school may videotape **CNN NEWSROOM** if cable is available. Educators may also tape it at home for use in the classroom. Enrolled educators may also receive related publications from Turner Educational Services.

This form may be duplicated for use by other educators. Please complete a separate form for each school and return to **CNN NEWSROOM**, Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940. *Please type or print in black ink.*

ABOUT YOUR SCHOOL

School district name: _____

Is your school wired for cable-TV? ☐ Yes ☐ No

Name of cable company serving your school: _____

Do you have a satellite receiver? ☐ Yes ☐ No

Will you receive CNN NEWSROOM by ☐ Satellite or ☐ Cable?

Type of school: ☐ Public ☐ Private ☐ Parochial

School grade level *(check one)*:

☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

Do you use any electronic mail or online services? ☐ Yes ☐ No

If yes, which ones? _____

EDUCATORS USING CNN NEWSROOM

Primary contact at the school building:

_____
NAME

_____
JOB TITLE DEPT COURSE

_____
SIGNATURE DATE

Other educators who will use **CNN NEWSROOM** at this school:

1. _____
NAME

_____
JOB TITLE DEPT COURSE

2. _____
NAME

_____
JOB TITLE DEPT COURSE

3. _____
NAME

_____
JOB TITLE DEPT COURSE

4. _____
NAME

_____
JOB TITLE DEPT COURSE

FOR FURTHER ASSISTANCE OR INFORMATION CALL TOLL-FREE

1-800-344-6219

CNN NEWSROOM is cablecast Monday-Friday at 4:30 AM/ET. A Daily Classroom Guide to CNN NEWSROOM is available on various independent electronic mail services. Call for more information.

License to use CNN NEWSROOM

Teachers and administrators are guaranteed a non-exclusive license to videotape and use **CNN NEWSROOM** with students in their schools each day. Videotapes of **CNN NEWSROOM** may be kept in perpetuity for the sole purpose of use within the curriculum as teachers and administrators see fit. This license does not extend to any other CNN programming or the programming of any other broadcast or cable television company. **CNN NEWSROOM** is intended for the sole use of teachers and administrators and their students and may not be re-broadcast or re-cablecast, nor may **CNN NEWSROOM** be licensed, distributed, given or sold to any other person or institution by the licensee. Exceptions to these policies should be requested in writing to Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940, and will be reviewed on a case-by-case basis.

INTERNAL USE ONLY: SC _____ IN _____ ORIGINAL DATE _____ DATE _____

```
******  **   **   *                          Wednesday, May 1, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The U.S. and Israel commit to a $100 million counter-terrorism accord.	3:10	4:10
HEADLINES	LEBANON BURIES SLAIN REFUGEES... U.S. TROOPS, LIBERIANS EXCHANGE GUN FIRE...	:45	4:55
BUSINESS BRIEF	President Clinton and Senator Dole call for action on rising gas prices.	1:00	5:55
BUSINESS DESK	Baseball merchandise sales are bouncing back after a strike-halted season.	1:55	7:50
DID YOU KNOW?	By the year 2000, the Founding Fathers will be on-line at the Library of Congress.	:35	8:25
ANCIENT AMERICANS	(Part III) Their dwellings and pottery are just a few pieces of an ancient Pueblo "puzzle."	4:45	13:10
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:20	15:30
KUWAIT (PT 3)	Kuwait is training its military as insurance against future invasions.	6:20	21:50
PHILIPPINE FREE	Some observers suggest that the press in the Philippines is too free of control.	2:45	24:35
EMERGING MARKET	Romania is emerging as Eastern Europe's final investment frontier.	2:10	26:45
SKOREA KITES	A South Korean kite festival draws participants from many Asian countries.	2:05	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   In conjunction with this week's CNN NEWSROOM WORLDVIEW series        *
*    "Kuwait Rediscovered," join journalist Davin Hutchins and           *
*   photographer Laura Ingalls for an online forum.  Their talk          *
* will take place Thursday, May 2 at 2:00 pm ET on America Online.       *
*    Just type Keyword: CNN  and enter the live conference area.         *
**************************************************************************
```

TOP STORY: ANTI-TERRORISM ACCORD

1. What are some of the major points of the counter-terrorism accord signed by U.S. Pres. Clinton and Israeli Prime Minister Peres? Both leaders are facing reelection this year. To what extent, if any, do you think their actions are politically motivated? What might each have to gain politically from this alliance?
2. One of the items on the agenda for the meeting between Palestine's Yasser Arafat and U.S. Pres. Bill Clinton is a Palestinian request for U.S. financial assistance.

a. Ask students to posit theories about why the Palestinians are asking for U.S. aid. As a newly autonomous people, what expenses do they face? How might U.S. funds be vital to Palestinian statehood?
b. Divide the class into groups to search for other examples of the role U.S. financial aid has played in international politics. Groups will want to search for other nations that have relied on U.S. loans or grants and to what end.

Have groups share their findings in class discussion. How does the U.S. often use financing to influence policy? Discuss.

ANCIENT AMERICANS (PART III)

3. How do archaeologists know that the Yellow Jacket Puebloans were not isolated from other people? Describe the process by which archaeologists hunt for clues that support or refute their theories.
4. Have students consider this scenario: Thousands of years from now, a team of archaeologists arrives at what was once your community and searches for clues about the way you, your family and your friends lived. What might they find? Challenge each student to choose one "artifact" (toy, gadget, appliance, piece of furniture, etc.) and, acting as the archaeologist, write a journal entry describing the artifact without disclosing its identity. Have students read their journal entries aloud and challenge their classmates to identify the "artifact."

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

agenda terrorism Sharm El Sheikh intelligence Shimon Peres
Yasser Arafat Bill Clinton Yellow Jacket Pueblo Great Kiva
ancestral arm-chair archaeologist artifact temper material

BASEBALL DESK: MARKETING

1. BEFORE VIEWING ask: During the 1995 baseball season did you watch pro baseball games and/or buy baseball merchandise, such as caps or trading cards? Why/Why not?

2. AFTER VIEWING: Why did the CNN correspondent say that baseball sales slumped "horribly" last year? Does his analysis mirror students' reported attitudes toward baseball? Why do students think the strike could have had a negative effect on baseball sales? What do they think baseball players and owners should do to counteract last year's slump?

3. What is a "marketing strategy"? Distribute the HANDOUT (pg 4). What was the marketing strategy for "Wacky Cola"? Invite students to comment on the possible success of this strategy.
   a. Will it work?
   b. What specific elements in the strategy would be especially successful?
   c. What might students add to increase the overall effectiveness of the strategy?

   Divide the class into small groups. Using the above questions, have students plan a new, effective marketing strategy for Major League Baseball and record in Column 2. Share marketing plans and critique.

4. Major League stadium attendance has been down since the strike. Challenge groups of students to devise creative marketing strategies -- wacky to serious -- to get the fans back in the seats. Have groups make multimedia presentations to the class and send the best suggestions to favorite MLB teams.

5. List baseball merchandise that can be purchased locally. Divide the class into survey teams to interview store owners.
   a. Do the owners agree or disagree that sales are in a slump? Why/Why not?

b. What strategies will owners use to break out of the slump?
c. What would store owners like to see baseball players and team owners do to help them increase sales?

Share ideas in class and invite students to write letters to their favorite teams, making suggestions for improving the merchandise bottom line associated with baseball.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

merchandise slump franchise internal labor problems bottom line

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: ECONOMIC CONNECTIONS

DIRECTIONS: Read the marketing plan below for "Wacky Cola." Do you think the plan will succeed in selling the cola? Explain. What aspects of the plan do you think will be most effective? Why? What could they do without? Why? In Column 2, create a similar plan for baseball merchandise. Share plans in class and critique for effectiveness.

Definition of MARKETING STRATEGY: n. An organization's selection of target markets and its development of a marketing mix of activities to accomplish its objectives.

COLUMN 1 WACKY COLA	COLUMN 2 BASEBALL MERCHANDISE
Target Market: * Cola drinkers * Younger drinkers	
Product Strategy: * Offers a sweeter Cola * Strategy based on premise a sweeter cola is better	
Distribution Strategy: * Sell cola extract to independent bottlers * Distribute through supermarkets, convenience stores, vending machines	
Promotional Strategy: * Heavy TV and newspaper advertising * Free samples and coupons	
Pricing Strategy: * Use discounting and special sales * Price close to rival colas * Obtain market share of 5%	

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

KUWAIT (PART 3): KUWAIT--PERSIAN GULF WAR, 1991; MILITARY READINESS

1. How are the Kuwaitis insuring that they will not be invaded again? How have the added military and cleanup expenses affected Kuwait's budget? Gather and graph data about Kuwaiti oil production and the price of oil for the past 5 years. Calculate Kuwait's annual income from oil during that period.

How much has the Persian Gulf War cost Kuwait? What other expenses does Kuwait have? How long will it take to pay the costs of the war? How will changes in the price of crude oil affect their ability to pay these costs? Debate the advantage to Kuwait to raise their crude oil price.

INTERNET: http://www.kuwait.net/kuwait.html

PHILIPPINE FREE: PHILIPPINES--MASS MEDIA

2. BEFORE VIEWING ask: What is the media's role and responsibility in a democracy? AFTER VIEWING: What evidence suggests the validity of the critique of the media in the Philippines? Review recent articles concerning broadcast freedoms and get input from local media editors/producers. List freedoms and responsibilities news publishers/broadcasters should agree to accept. How applicable do you think your list would be in the Philippines? Have students comment on the following statement from the video: "I don't think there's anything wrong with too much freedom." Ask: Should the Philippine government police the media? Describe/discuss the implications of such a move.

INTERNET: http://pubweb.acns.nwu.edu/~flip/links.html

EMERGING MARKET: ROMANIA--ECONOMIC DEVELOPMENT; FOREIGN INVESTMENTS

3. WHILE VIEWING: List factors that draw international investment money to Romania, as well as other elements that might make investors cautious. AFTER VIEWING: As a class, combine lists and create a scale that measures a nation's potential for attracting foreign economic investment. Set standards for each element in your scale and calculate index scores representing high and low investment potential. Gather pertinent investment information and use your scale to evaluate the investment potential of each of the 6 major countries in Eastern Europe. How does Romania compare with them? Who appears to offer the best investment opportunity? Do you think businesses will be rushing to invest in Romania? Explain.

INTERNET: http://www.info.polymtl.ca/zuse/tavi/www/rom_eng.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

war games collective wisdom reconstruction recycled ecosystem
symbolize liability secularization investment bureaucracy

BEST COPY AVAILABLE

```
******  **   **   *                                    Thursday, May 2, 1996
*      * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	India goes to the polls in what is described as a "festival of democracy."	4:10	5:10
CAMPAIGN USA '96	Republican Party names leaders to key positions for the GOP convention.	:40	5:50
HEADLINES	PRES. CLINTON PRAISES PRES. ARAFAT...U.S. REMOVES FUEL RODS FROM N. KOREAN NUCLEAR PLANT...CONGRESSIONAL SUBCOMMITTEE HOLDS CHILD PILOT HEARING...	1:00	6:50
SCIENCE DESK	A robotic backhoe is helping to improve safety and efficiency in the construction industry.	2:50	9:40
QUOTE	...by American essayist, novelist and playwright, James Baldwin (1924-1987)	:35	10:15
ANCIENT AMERICANS	(Part IV) The Utes claim guardianship of the land left behind by the Anasazi.	4:05	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	16:15
KUWAIT (PT 4)	Kuwaitis believe that Iraq still holds 625 Kuwaiti prisoners from the Gulf War.	5:50	22:05
SREBRENICA SURVIVORS	The women of Srebrenica want to know what happened to thousands of missing men.	2:55	25:00
EL NIDO RESORT	A Philippine paradise resort is known for its commitment to the environment.	4:25	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
* Have students join CNN news journalist Davin Hutchins and photo-       *
* grapher Laura Ingalls in a LIVE chat session via America Online,       *
*  Thursday, May 2, at 2:00 ET to discuss CNN Newsroom/Worldview's       *
*  five-part series, "Kuwait Rediscovered. "  Type Keyword "CNN."        *
**************************************************************************
```

TOP STORY: INDIAN ELECTIONS

1. Describe several aspects of the voting process in India as depicted in the video. What overall impression does the viewer get? In your opinion, is the phrase "India's festival of democracy" an accurate description of its elections? Why? Why not?
2. Lead a class discussion of the logistics involved in holding an election. Ask students to name other logistical concerns that were not cited in the video and suggest possible solutions.
3. What percentage of India's eligible voters are expected to vote? Have groups of students research similar figures for resent elections in the U.S. and in several other nations and compare them with India's anticipated turnout. According to the video segment, who "wields the power" in India's elections? Why is this so?

4. Have students comment on the following statement from the video: "Only if we vote can there be a change in government. Otherwise, things will just continue like they have so far." Divide the class into small groups. Have each group:
   a. Use their texts and other resources to profile the evolution of the right to vote in the U.S.
   b. Identify one instance where the right to vote or the power of voting altered the course of U.S. history.
   c. Share with the class that instance and one historical voting slogan.
   d. Create a slogan about voting and produce at least one piece of art work that illustrates the slogan.

ANCIENT AMERICANS (PART IV)

5. In what ways can the Utes be considered "stewards" of Anasazi land and traditions? How are the two cultures intertwined?
6. Challenge students to find a Native American traditional tale that illustrates this statement from the video about Native American culture: "...serenity that comes from the belief and the knowledge and the absolute conviction that you are just a piece of the whole...rather than in conflict with everything around you."

EXTENSION: Write an original tale or create a graphic representation of this philosophy. Display work prominently in the classroom or commons area.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

ballot paper ballot box "festival of democracy" Ute Navajo

***** ***** ***** ***** * * ***** *****
** * * * * * * * * * *
 *** * * *** * * * * * ***
  ** * * * * * * * * *
***** ***** ***** ***** * * ***** ***** DESK: SMART BACKHOE

1. BEFORE VIEWING ask: How do construction companies know where pipes, phone lines, gas lines and other obstacles are located before they dig? Discuss problems created by laying pipes underground.

2. AFTER VIEWING: For what purpose was this robot technology originally developed and by whom?

3. Describe and discuss the innovations on the robotic backhoe. Ask students: Do you think all construction companies should use it? Why/Why not? What are the advantages in using it for the construction company? for the public? What are the disadvantages to each? Explain. What other features would make the robotic backhoe safer? Explain.

4. What causes danger to pipe layers? Ask students to identify solutions to laying pipe underground and evaluate their feasibility. If students have ever dug a trench, ask:
   a. What factors hindered you? Explain.
   b. Do you think the new laser beam and receiver will insure safety to construction workers laying pipes in trenches? Why/Why not? What else is needed? Explain.

NOTE: Obtain the following materials: small plots of land that can be dug up or 10 gallon aquariums partially filled with dirt; small model buildings or cardboard to make the buildings; soda straws, toothpicks, etc., to represent underground utilities; digging tools -- hand trowels, beach toys; and, popsicle sticks to shore-up trenches. Distribute copies of the HANDOUT (pg 4). Challenge students to use the materials and follow the HANDOUT directions to learn the ups and downs of trenching.

5. What do you think about the reason given for limiting research funding for hi-tech equipment? Explain. In your opinion, is this true? Why/Why not? If it is true, in your opinion, is it right? Why/Why not? Should all losses and accidents can be

compensated by insurance money? Explain. Is more funding for hi-tech construction equipment research needed? Why/Why not? If yes, who do you propose should pay for the costs? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

robotic backhoe metal detector trench sensor radio frequency

STUDENT HANDOUT: DELVING INTO THE TRENCHES

Digging a trench can be backbreaking work. People have invented heavy machinery to make this labor-intensive work easier. Construction is rising in densely populated neighborhoods and communities; utilities such as gas lines, electric cables, phone lines and water pipes crisscross underground. Heavy equipment can damage or destroy these under-ground utilities, endangering workers and residents. Also, workers must enter the trench to make sure the equipment is following the correct path, thus they are susceptible to injury and death by a cave-in.

DIRECTIONS: Imagine this: You are in charge of digging a trench through a densely populated area.

a. What would you like to know about the underground utilities?
b. What equipment would you need?
c. How would you protect everyone involved?

First, your group will design an underground maze of pipes for another team to construct a trench. Then you will trench through an area designed by another team.

PART 1: On the plot of land indicated by your teacher, design a neighborhood of homes, schools and businesses. Bury the soda straws, toothpicks, etc., to represent gas lines and other underground utilities. Make sure the lines follow some order and take service from house to house and business to business. Make a map of the underground utilities.

PART 2: Go to another group's "community" and attempt to excavate trenches connecting all the buildings to a mainline. This is what the water company would have to do to install a new sewer system. Use the map supplied by the builders of the community to avoid underground utilities. Shore-up the trench as you go to prevent cave-ins. If you rupture a utility line, your company must pay for the repair costs. If you break more than three, you go bankrupt. Workers may quit, also, if you have cave-ins. Can your construction company complete the task?

PART 3: After delving the trenches, work in your group to prepare a report detailing the job.

a. What were the major problems? How could they have been eliminated?
b. Were the maps accurate? What other information would you like on the maps?
c. Was the digging equipment adequate? How could it be improved?
d. Should the company invest in a "Smart Backhoe"? Why/Why not? Share completed reports with the class.

NEWSROOM WORLDVIEW

KUWAIT (PART 4): KUWAIT--PERSIAN GULF WAR, 1991; PRISONERS OF WAR

1. Why do the Kuwaitis believe Iraq holds 625 Kuwaitis prisoners from the Gulf War? What actions has the Kuwaiti government taken? Find out what others are doing to help as well.
   a. Research periodicals to discover how the UN, individual nations and others have reacted to this situation.
   b. List individuals or organizations that are working, perhaps even behind the scenes, to gain information about these

prisoners and to secure their freedom, if they are alive.

c. Review past hostage/MIA situations that they have worked. What special problems might occur? What has been their success rate?

What, if any, responsibility does the UN and/or other countries bear? Defend your position.

INTERNET: http://www.kuwait.net/kuwait.html
http://www.moc.kw/Users/kncmpa/pow4.htm

SREBRENICA SURVIVORS: BOSNIA--BOSNIA WAR

2. Who is missing from Srebrenica? How are the women managing the difficult wait for news about these men? Search for articles about people who have had relatives missing as soldiers or civilians in other conflicts. How were they able to manage the situation? Write a poem, journal entry or story expressing the emotions the women of Srebrenica might feel.

EXTENSION: Interview someone who has had to wait for someone involved in a military conflict to learn their "coping strategies." Share and compare their experiences and insights in class.

INTERNET: http://www.cco.caltech.edu/~bosnia/bosnia.html

EL NIDO RESORT: PHILIPPINES--TOURIST TRADE--ECOTOURISM

3. What special experiences are offered at the resort? How does the commitment to the environment affect vacationers? Can humans "vacation" in nature without altering it? Observe the activities of visitors to a "natural" area.

a. Describe the effect humans have on the environment.

b. Suggest ways one could eliminate all impact to its environment and decide whether or not that would be practical.

Would the suggestions for local areas work at El Nido? In the long run, do you think El Nido will remain a tourist paradise? Why/Why not?

INTERNET: http://www.hk.super.net/~amwt/dean/mala.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

occupation	resistance	pro rata	homage
tribunal	paradise	revered	luxury

```
******  **   **   *                                    Friday, May 3, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	India's elections proceed "as usual"; village voters try to predict what the outcome will mean to them.	2:55	3:55
HEADLINES	PALESTINE'S ARAFAT AT U.N....FEDERAL AGENTS SCORE BIG IN DRUG OPERATION "ZORRO TWO."	:45	4:40
EDITOR'S DESK	Israel army retreats, somewhat, from the Lebanese border; U.S. Pres. Clinton meets with Israel's Peres, Palestine's Arafat; Pres. Clinton launches 10-year drug plan.	2:50	7:30
CHECK IT OUT!	Astronomers have observed huge flames shooting outward from the sun's poles.	:35	8:05
OUR WORLD	"Straight Edge" rockers sing a different tune than did their predecessors.	5:20	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:00
KUWAIT (PT 5)	Some Kuwaitis are concerned that their teenagers are becoming too Westernized.	6:50	21:50
INDIA MAD COW	One Indian group suggests that "Mad Cow Disease" is a just punishment from God.	3:05	24:55
JAPAN FEMALE	The Takarazuka all-female Revue Company ma be the most unusual show in town.	3:40	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*  Join CNN news journalist Davin Hutchins and photographer Laura        *
*    Ingalls in a LIVE chat session via America Online, Friday,          *
*      May 3, at 2:00 ET to discuss CNN Newsroom/Worldview's             *
*    5-part series, "Kuwait Rediscovered."  Type Keyword "CNN."          *
**************************************************************************
```

TOP STORY: INDIA'S ELECTIONS

1. What issues face voters in the village of Neemrana? Explain why the outcome of these national elections could be largely a decision by places like Neemrana.
2. According to the video, "promotion of tourism is a national policy" and "today the poor are becoming poorer and the rich are becoming richer." Ask: How would you propose promoting tourism in India while helping the poor to reap some of the economic benefits?
   a. Divide the class into 4 groups; divide a map of India into 4 regions.
   b. Challenge each group to choose and research one region to determine historical sites, natural features, etc., that would be of interest to tourists.
   c. Have each group choose one site and develop a plan that both promotes the attraction to international tourists and

describes how tourism to this site could improve the local citizens' economic welfare.

EDITOR'S DESK: NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Have students complete the sentences as accurately as possible as if they were listening to a "replay" of this week's CNN NEWSROOM programs. (Answers may vary) ANSWERS: 1-Israel and the U.S. signed a counter-terrorism pact; 2-war on drugs; 3-status of Taiwan, nuclear nonproliferation, trade disputes; 4-Israel, Syria, Lebanon... cease-fire; 5-Pres. Bill Clinton...Whitewater; 6-India... violence; 7-Justice Department...gas; 8-Major League Baseball ...improving. After checking responses, have each student choose one story to research, write its script and record.

OUR WORLD: "STRAIGHT EDGE"

4. Explain the goals of the "Straight Edge" movement. Why do "Straight Edge" youth believe that their style of rebellion is "true" rebellion? Agree/Disagree? Why?

MEDIA LITERACY: A PRODUCER'S DILEMMA

5. What choices must a producer make to capture the interests of a diverse audience? Distribute a copy of the HANDOUT (pg 3) to each student. Allow them to review segments from the ANCIENT AMERICANS series. Direct students to follow the directions on the HANDOUT then share their storyboards in class.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

coalition Neemrana self-liberation abstinence escapism
mosh pit "Straight Edge" 'zine underground movement

***** ** ** *
* * * * * *
* * * * * *
******** ** **

MEDIA LITERACY:
STUDENT HANDOUT: A Producer's Dilemma

DIRECTIONS: Use CNN NEWSROOM's 4-part series ANCIENT AMERICANS to investigate the different choices a producer must make in order to capture the interests of a diverse audience.

1. Answer this question: What captured your attention most in this series?

2. Ask several of your classmates to respond to the question in #1. Write down the answers which DIFFERED from yours.

3. Classify the information given to you by your respondents in #2. Consider these categories: visual imagery, history, philosophy, folklore/legend/mystery, archaeological findings, etc.

_____ _____ _____

_____ _____ _____

_____ _____ _____

4. Replay the segments. Based on the categories you created in #3, note elements from the video that would fit in your categories. Record below.

CATEGORY	VIDEO DESCRIPTION

Choose a topic for a series. Following the steps above, write a storyboard and include "ingredients" you would need to consider in order to capture and sustain the interest of your entire class.

NEWSROOM REWIND

DIRECTIONS: If you replayed tapes of this week's CNN NEWSROOM programs, you would hear the details of each of the stories below. Rely on your knowledge of this week's news to help you complete each sentence as accurately as possible, in your own words.

1. As an indication of their mutual efforts against terrorism, the nations of _____ _____.

2. This week, President Clinton announced his ten-year _____ _____.

3. Some of the major disagreements between China and the U.S. include _____ _____.

4. _____ took a step toward Mideast peace by negotiating a _____.

5. _____spent last Sunday testifying, via videotape, regarding _____.

6. Recent elections in _____, the "world's largest democracy," have been plagued by _____.

7. The U.S. _____has opened an investigation into the sudden rise in the price of _____.

8. Although sales of _____merchandise are still below the pre-strike level, they are _____.

Check your responses for accuracy, then research and write a script for any of the news stories above. Record your story on either audio or video tape.

** NEWSROOM WORLDVIEW

KUWAIT (PART 5): KUWAIT--SOCIAL LIFE AND CUSTOMS

1. WHILE VIEWING: Note how the lives of Kuwaiti teenagers have changed since the Gulf War and the typical Kuwaiti teenager's interests, entertainment and relationships. AFTER VIEWING: Compare aspects of teenage life in Kuwait with those in your community.
   a. What are the differences and how do you think they will affect the teenagers as they become adults in both situations?
   b. Why do Kuwaitis feel that their teenagers do not have all of the problems that confront Western teenagers?

   Does the video consider the lifestyles of all Kuwait teenagers? Would that make a difference in your conclusions? Explain.

INTERNET: http://www.kuwait.net/kuwait.html

INDIA MAD COW: INDIA--RELIGION--HINDUS

2. Who is Acharya Kishore and why does he think that "Mad Cow Disease" is a punishment from God? Research Hindu beliefs and make a chart that shows the traditional eating habits of Hindus in India. What conclusions do you draw? Is Acharya Kishore's view typical of all Hindus? How has the consumption of beef in India by Christians and Muslims led to controversy? Replay the video segment and note issues that would make good debate topics. Work in several small groups to debate both sides of these issues before the class. After each debate, discuss the views presented.

INTERNET: http://rbhatnagar.csm.uc.edu:8080/hindu_universe.html
http://www.indiaserver.com/news/thehindu/thehindu.html

JAPAN FEMALE: JAPAN--SOCIAL LIFE AND CUSTOMS; JAPAN--THEATER

3. What is the appeal of Takarazuka and what has been the effect of the Takarazuka performances? Research the history and significance of the traditional Kabuki theater. Create a display that shows the topics, costumes and traditions that you discover. Why have males dominated the art form? To what extent is this a reflection of the male role in Japanese society? Why would women be particularly interested in attending Takarazuka performances? What does this suggest about the traditional role of women in Japanese culture?

INTERNET: http://www.fix.co.jp/kabuki/kabuki.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

liberated identity crisis corrupting force Westernized
family bonds strategic planning activists taboo idealistic

```
******  **   **   *                                    Monday, May 6, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israel and Palestine leaders gather in Egypt for the final round of peace talks.	4:30	5:30
HEADLINES	INACCURATE MAPS CITED IN ISRAELI SHELLING OF UN CAMP...CHAOS RULES IN MONROVIA... NEW GOVERNMENT IN SPAIN....	1:15	6:45
DEMOCRACY IN AMERICA DESK	Is "political music" -- a hallmark of the '60s -- making a '90s comeback?	4:00	10:45
ONLINE	Check out the "Politics and Parties" Guide on CNN NEWSROOM's site on America Online.	:35	11:20
21st CENTURY LIBRARY	San Francisco, CA, has a glorious new library that is the most technologically advanced in the world.	2:20	13:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:25
SAFRICA SHELL	South Africa's movement towards a new constitution has caused controversy.	3:05	18:30
IRAN WOMEN	Women in Iran have gained and lost ground as a result of the Islamic revolution.	4:00	22:30
MEXICO TIME	Daylight savings time may make the Mexican economy more productive.	2:15	24:45
BRITAIN	Skipping rope is becoming a big sport.	2:40	27:25
INDIA	Bombay has an annual laughing competition.	:50	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Take your students on a live, interactive field trip without *
* leaving the classroom! Call Turner Adventure Learning for all *
* the latest information on upcoming events! 1-800-344-6219. *
****

TOP STORY: ISRAEL/PALESTINE MEETING IN EGYPT

1. At what stage is this new round of peace talks between Palestine and Israel? When is the next "move" due to occur? Identify the "issues on the agenda." Working in small groups, write up possible outcomes for each negotiating point on the agenda. Save these to compare with the actual outcomes.
2. Working in small groups, each group handling a decade, create a timeline of the history of the Middle East beginning in the 1940s. Have each group:
   a. Annotate peace talks to indicate the parties to the agreement and those who were vocal in their opposition and why.
   b. Attach the timeline segments, mount on the wall then explain to the class the specifics of all agreements.
   c. Respond to the question: Why is this the toughest part of the negotiations?

BEST COPY AVAILABLE

3. Have students comment on the following statement from the video segment: "The outcome will be two winners or two losers. There will not be a winner and a loser." Ask: In your opinion, what does this say about each entity's commitment to Mideast peace? What vehicle have they chosen to achieve that end?

COMMUNICATION TRANSFORMATION: 21ST CENTURY LIBRARY

4. Describe features that one will find in the new San Francisco Library. How are residents of San Francisco responding to their new facility? Would you like to have accessibility to a similar facility? Explain.
5. Ask: How would you redesign your library to make it an information center for the 21st Century? Divide the class into small groups. Direct each group to tour a local library (or take everyone on a tour of your school library) and sketch in detail its different sections and learning areas. Then have each group list technologically-inspired improvements and "redesign" the library in a second diagram/sketch. Share and evaluate each others' ideas. What features will likely be most in demand? Discuss.
6. Invite your school's media specialist to watch this segment of today's program with you and offer his/her comments. Are there any downsides to such a technologically-advanced library? How might such a facility make students' and librarians' work easier? more difficult? In class discussion, ask students to suggest solutions to offset potential problems.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

negotiation Uri Savir Six-Day War self-rule
Roosevelt Johnson atrium internet cyberspace CDs

***** ** ** *
* * * * * *
* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: POLITICS AND MUSIC

1. BEFORE VIEWING: Have you ever heard of a "protest song"? What does this term mean? Explain how, in your own words, music can be "political."

2. AFTER VIEWING: Based on what you have seen in the video, how would you describe some of the music of the 1960s? What examples of 1990s music does CNN Correspondent Jonathan Karl use in his story? Are any of these songs/artists "political"? Explain.

3. According to the video, why does Sheryl Crow refrain from writing songs that are "pointed politically"? How does she channel her political activism instead? Generate a list of students' favorite musical artists and write it on the board. Challenge each student to choose one artist/group and see if he/she can find out whether that artist/group is "politically active." Have students report back to the class. Were any students surprised by their findings? Do all the students agree with the causes championed by their favorite artists? Discuss.

4. Distribute the HANDOUT (pg 4) and have each student work with an older family member to
   a. locate and analyze three songs from the 1960s that may have "messages" or "themes"; and,
   b. locate and analyze any three songs from the '90s and record all their information on the HANDOUT.

   Have students use their findings as the basis for a comparative essay on the themes and messages of music of the '60s and the '90s, with special emphasis on political music. In their essays, ask students to consider how the lyrics of these songs reflect the issues of their times.

5. Challenge students to search texts to find the constitutional basis for individual freedom of expression. Which amendment guarantees this right? Discuss how the First Amendment is a

powerful force for songwriters. How would the songs of each artist mentioned in the video be different if free speech had not been guaranteed? Discuss.

EXTENSION: Exercise your own right of free expression by writing a response to the lyrics of any political song as another song, poem or story. Have students share their work.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

John Lennon Joan Baez Bob Dylan Sheryl Crow Chuck D.
The Presidents of the United States of America Indigo Girls
political activist anthem energize partisan politics

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: MUSICAL MESSAGES

DIRECTIONS: (Part I) Ask older family members to help you search their musical libraries for recordings of popular music from the 1960s. Play three of these songs and talk about the underlying themes or messages of your selections with your family. Record your findings below.

SONG TITLE	ARTIST	MESSAGE OR THEME
1.		
2.		
3.		

(Part II) Find 3 examples of music from the 1990s and listen to each carefully. What themes or "messages" do you "hear" in each selection? Note your ideas below.

SONG TITLE	ARTIST	MESSAGE OR THEME
1.		
2.		
3.		

Compare the messages in the music of the '60s with those in the music of the '90s. Write an essay comparing the themes of popular songs in each of these periods, paying special attention to any political messages you have heard. In each case, how do the lyrics of all these songs reflect the issues of their times?

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

SAFRICA SHELL: SOUTH AFRICA--POLITICS; SOUTH AFRICA--HISTORY

1. Why are Zulu supporters of the Inkatha Freedom Party marching in Johannesburg? What is the constitutional controversy that

separates the IFP and the ANC? How do tribal relations play a role in this situation? Make a map that shows tribal areas in Soutn Africa. Gather information about two tribal groups and prepare a display comparing their cultural characteristics.

a. Do areas of conflict exist between these two groups?
b. How are their tribal governments organized?
c. Are they very traditional or are they open to change?
d. Is it practical to place them under a strong central government?

How should tribalism be taken into account when the South African constitution is written?

INTERNET: http://www.columbia.edu/cu/libraries/indiv/area/Africa/SAfrica.html

IRAN WOMEN: IRAN--SOCIAL LIFE AND CUSTOMS; ISLAMIC LAW

2. In what ways did the Iranian Islamic revolution restrict women? In what ways did that same revolution provide them with more freedom? Explore how the role of women has changed with time in the Islamic world by gathering data on the early history and practices of Islam. Use pictures to show the initial status of women and how their "traditional" role has changed with time. CHALLENGE: Scan the Koran for information about the role of women. Does the Koran support the restrictions placed on women in the traditional Islamic world?

INTERNET: http://ics.ascn3.uakron.edu/public/women95.html
http://www.iran-e-azad.org/english/book_on_women.html

MEXICO TIME: MEXICO--ECONOMIC CONDITIONS

3. Why did the government of Mexico move the country to daylight saving time? What effects has this had so far? Consult a business text and list the factors that typically contribute to increases in productivity. Which of the factors in your list might be affected by daylight saving time? To what extent will daylight savings time increase productivity in Mexico? Considering your list, what other policies might help improve productivity in Mexico? Are their other reasons why the government might want Mexico to go to daylight saving time?

INTERNET: http://www.usmcoc.org/usmcoc/economy.html
http://www.latinolink.com/mexe716.shtml

----------WORLDVIEW: TODAY'S NEWS TERMS----------

security	checkpoints	commemorate	prosecuted	opposition
constitution	segregation	contradiction	compensation	productivity

```
******  **   **   *                                    Tuesday, May 7, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

```
*************************************************************************
*  Join CNN news journalist Davin Hutchins and photographer Laura       *
*    Ingalls in a LIVE chat session via America Online, Thursday,       *
*      May 9, at 1:30pm ET to discuss CNN Newsroom/Worldview's          *
*    5-part series, "Kuwait Rediscovered."  Type Keyword "CNN."         *
*************************************************************************
```

CNN NEWSROOM HAS BEEN PRE-EMPTED TO ALLOW COVERAGE OF THE WAR CRIMES TRIBUNAL FROM THE HAGUE. THE FOLLOWING QUESTIONS BELOW AND THE STUDENT RESOURCE ON THE NEXT PAGE MAY HELP STUDENTS GAIN INSIGHT AND PERSPECTIVE CONCERNING THIS TRIAL AND ITS OBJECTIVES.

1. Review the circumstances that led to the recent four-year war in the former Yugoslavia. Explain how the absence of a strong central government was a contributing factor. Can you think of other situations where rival factions have fought for control in the absence of a strong government? Explain. How were these situations different from or similar to the Bosnian War?
2. Describe the task of this War Crimes Tribunal. What is the source of its authority? List the crimes under its jurisdiction. What is the maximum sentence it can impose? Relying upon what you know of the Bosnian War, do you think that the convening of a war crimes court is necessary? Why/Why not?
3. Divide students into groups to research information regarding the "laws of war" and the steps taken by the international community to punish violators. Have groups share their findings. In class discussion, have students informally debate the merits of having a set of laws to govern wartime behavior. Should such laws exist? What is their purpose? Is it possible for warring nations to "agree" to abide by them? Discuss.
4. Gabrielle Kirk McDonald, Presiding Judge of the Tribunal, has said "Our first obligation is to provide a fair trial to this particular accused [Dusan Tadic] and every accused who appears before us. We have to demonstrate that the rule of law is the appropriate substitute for the rule of weapons." Ask students to analyze this quote. What is the "rule of law" and the "rule of weapons"? How can a fair trial demonstrate that the rule of law works and can be invoked over the "rule of weapons"? After discussion, have students write essays that explain the message this trial sends to all warring factions around the world.

* * * * *

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

```
******  **   **   *                                  Wednesday, May 8, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The War Crimes Tribunal convenes to examine atrocities of the Bosnian War.	4:50	5:50
HEADLINES	UN CALLS ISRAELI ATTACK INTENTIONAL... SOUTH AFRICA TO VOTE ON CONSTITUTION... FINAL PHASE OF INDIA'S ELECTIONS...	1:50	7:40
CAMPAIGN USA '96	Several networks have announced plans for free T.V. time to presidential candidates.	:45	8:25
BUSINESS DESK	Some fast food franchises are serving up security with their food.	2:10	10:35
BUSINESS BRIEF	U.S. companies report that one-third of tested applicants lacked basic skills.	:35	11:10
OUR WORLD	Places like Flemington, New Jersey, are enforcing bans on smoking by minors.	2:45	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:30
TAIWAN IDENTITY	Some Taiwanese think of themselves as virtually independent of China.	2:40	18:10
MUBARAK INTERVIEW	Egyptian President reviews his anti-terrorism attempts in an interview.	2:55	21:05
NEWSDATE	On this date...May 8, 1945...	:45	21:50
RUSSIA	Some question the idea of land ownership.	2:40	24:30
JAPAN	In the spring, graduates go job hunting.	1:30	26:00
FRENCH	Hollywood often remakes foreign films.	2:45	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****

* NOTE TO OUR VIEWERS WHO WATCH NEWSROOM ON CNNI: Our program today *
* was preempted to allow continuing coverage of the War Crimes Trial. *
* This programming did not affect the telecast of NEWSROOM on CNN. *

****

TOP STORY: WAR CRIMES TRIBUNAL

1. Who is the first defendant to be tried before this War Crimes Tribunal? Of what crimes has he been accused? Why does the defense claim the defendant cannot receive a fair trial by this tribunal? Based on what you have seen, has the international court taken any steps to protect the accused's right to a fair trial? Explain.
2. This current tribunal is the first war crimes trial since the Nuremberg Trials after World War II. Help student groups research the circumstances that precipitated the Nuremberg Trials, as well as their outcome. Have groups share their findings in class discussion. What do students feel the world

"learned" as a result of the Nuremberg experience?

EXTENSION: Should there have been other war crimes trials between Nuremberg, 50 years ago, and now? Have students work in groups to find evidence to answer YES or NO to that question.

3. At this point, 57 individuals have been indicted but only 7 are in custody. Speculate as to the obstacles preventing this international court from pursuing those "wanted." Challenge groups to draw up new provisions to the UN Charter enabling the UN to more aggressively pursue, detain and try alleged war criminals without violating the sovereignty of member nations.

OUR WORLD: SMOKELESS TEENS

4. How are Flemington officials attempting to deal with the problem of underage smoking? What do you think of this idea?

5. After viewing, ask students to offer explanations as to why some teens smoke despite the publicized health risks. Then challenge each student to write an essay offering his/her response to the following question: Could any of these, in your opinion, convince teens NOT to smoke: Tobacco companies, health organizations, tobacco retailers, sports/entertainment celebrities? Explain.

****
* Join CNN news journalist Davin Hutchins and photographer Laura *
* Ingalls in a LIVE chat session via America Online, Thursday, *
* May 9, at 1:30pm ET to discuss CNN Newsroom/Worldview's *
* 5-part series, "Kuwait Rediscovered." Type Keyword "CNN." *
****

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

The Hague genocide customs of war tribunal UN Security Council Geneva Convention alibi Dayton Accords Nuremberg Dusan Tadic Gabrielle Kirk McDonald scapegoat Flemington minors ordinance

***** * * ***** ***** * * ***** ***** *****
* * * * ** * * * * * ** **
**** * * *** * * * * *** *** ***
* * * * ** * * * * * ** **
***** ***** ***** ***** * * ***** ***** ***** DESK: MC COPS

1. BEFORE VIEWING: Ask students to describe the "atmosphere" projected by some of the businesses they patronize. Account for students' diverse impressions.

2. AFTER VIEWING: List descriptors the students generally would associate with a McDonald's restaurant. Ask: How much does the "atmosphere" a company projects affect your willingness to patronize that business? Explain. Thinking of a city as a gigantic business, what "atmosphere" does the police presence at a McDonald's project to tourists? Explain.

3. Discuss the divergent views expressed by the interviewees and why each one might feel the way they do. Ask students: Would police presence at a fast food restaurant make you feel MORE or LESS secure? Explain. List other security methods associated with specific businesses. Distribute the HANDOUT (pg 4) to small groups of students. Have them contact several different kinds of businesses about the security methods they use.
   a. Which methods are intended to make the customer feel secure? How?
   b. Which methods are intended to make the company feel secure? How?
   c. What factors determine the choice of methods used?

   As a whole class examine students' findings and evaluate for how security-conscious the businesses are in your community. Were any of the security methods used put in place at customer request? Explain.

4. Evaluate whether or not McDonald's association with the mini-police stations is a sound business practice.
   a. Generate a list of images the students associate with law enforcement personnel.

b. Compare these images with the descriptors listed earlier for McDonald's. In what ways are they similar? contradictory? What "atmosphere" does each convey?
c. What financial advantage does their association have for each? Ask: In your opinion, which perception is more accurate: McDonald's is helping the police; the police are helping McDonald's; or, the aid is mutual?
d. Based on their perception noted above, and in the persona of McDonald's shareholders or residents of Washington, DC, have students write a letter to the CEO/City Council about the mini-police stations.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

mini-police station McDonald's atmosphere accessible

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: SECURE BUSINESSES

DIRECTIONS: Identify 3 different kinds of stores your group can contact together. For each type of business, find out a) the security methods used; b) criteria used in choosing these methods, such as cost, unobtrusiveness, etc.; c) customers' response; and, d) whether or not these measures affected the atmosphere the business was trying to create. Record your responses below.

TYPE OF BUSINESS	METHODS, PERSONNEL	SELECTION CRITERIA	COMMENTS

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

TAIWAN IDENTITY: TAIWAN--POLITICS; TAIWAN--CHINA--HISTORY

1. What issues were at the core of the recent presidential elections in Taiwan? What factors suggest that Taiwan is already independent from mainland China? Construct a timeline of the relationship between Taiwan and China since 1948. During that period, what actions by Taiwan suggest it is an independent nation, such as making its own trade agreements? Except for China's assertions, are there any actions on either side to suggest that Taiwan is a part of China? How does a nation typically become independent? Consult several resources for information, then evaluate the case of Taiwan.

INTERNET: http://www.taiwanese.com/protest/

MUBARAK INTERVIEW: EGYPT--POLITICS; TERRORISM

2. What does Pres. Mubarak suggest as the solution to Middle East terrorism? Examine his character and the role he has played in the Mideast. Construct an outline of his life and his rise to power in Egypt. Has he been an effective leader both in Egypt and in the Middle East? Have his past actions reflected the sentiments he expressed in the interview? Explain.

INTERNET: http://the-tech.mit.edu/V115/N46/sheik.46w.html

RUSSIA: RUSSIA--ECONOMIC CONDITIONS; RUSSIA--POLITICS; PROPERTY

3. Describe reactions to Yeltsin's privatization of rural lands in Russia? Why do some think this a political maneuver? Note major candidates for the presidency and their positions. How would each treat the private ownership of land or businesses? Do you think Russian farmers will be reluctant to buy land before they know the outcome of the June elections? Explain.

INTERNET: http://www.kiae.su/www/wtr/

JAPAN: JAPAN--ECONOMIC POLICY; JOB SECURITY

4. What factors indicate that entrepreneurial enterprises are becoming more attractive to young, educated Japanese? Why do the corporations appear important even to small businesses? Gather information about the number of proprietorships, partnerships and corporations in Japan and in several other developed countries. Graph your data and compare the results. Is Japan unique in some ways? Why is there such interest in the development of an entrepreneurial spirit among young people? How might such a development affect the economy?

INTERNET: http://www.japanese.com/japanlinks.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

virtually	consequences	identity crisis	dynamic	embargo
lease	privatization	speculators	entrepreneurs	boom

```
******  **   **   *                                    Thursday, May 9, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Early results indicate voters want a new direction for India's government.	2:30	3:30
HEADLINES	UGANDA HOLDING PRESIDENTIAL ELECTIONS... SOUTH AFRICA PASSES NEW CONSTITUTION...	:45	4:15
SCIENCE DESK	It may be "how your garden grows" that has you reaching for a tissue this spring!	3:20	7:35
ONLINE CHAT	See page 2 of this guide for information...	:30	8:05
SPACE IS THE PLACE	NASA hopes that an effort to locate "ETs" may revive interest in space exploration.	2:30	10:35
CHECK IT OUT	"Killer snails" from the deep...	:30	11:05
OUR WORLD	Bruce Burger's "Rebbe Soul" combines an ancient language with a modern beat.	3:20	14:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:45	16:10
VIETNAM AGENT	Vietnam still suffers the after effects of the chemical "agent orange."	2:50	19:00
ISRAELI ARABS	Palestinians in Israel are emerging as a powerful voting block.	3:30	22:30
ROYAL MEDIA	The British royal family protests the intrusions of the press.	2:40	25:10
SHAKESPEARE	Hamlet is popular right now in China.	:45	25:55
INDIA MASKS	Chhou dancing is a 200-year-old tradition in West Bengal, India.	3:15	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   Join NASA Astronaut Andrew Allen in a LIVE chat session via          *
*   America Online, Monday, May 13 at 2:00pm ET to discuss his           *
*   out-of-this-world experiences on board the Space Shuttle.            *
*   Type Keyword: CNN and enter the CNN NEWSROOM Live Conference!        *
**************************************************************************
```

TOP STORY: INDIA'S ELECTIONS

1. What's taking so long to tabulate the results in India's national elections? What do early results indicate about the outcome?
2. After viewing, ask: Which party was in power up to now? What was its theme going into this election? Focus class discussion on how "stability" can be an asset in some political systems but might be equated with "stagnation" in others. Divide the class into groups. Have each a) choose and research one political party in power in any democratic republic; and, b) present a report on its chosen party, explaining why it should

or should not promote "stability" (i.e., the status quo) in the next election.

3. Assist small groups of students in identifying and researching any of the social, religious or political forces attempting to gain control of India's government. Consider the Muslims or the Hindus; the different castes; and, political parties like the Congress Party. Share findings in a class discussion and compare with power struggles within your own nation's political system.

SPACE IS THE PLACE: SEARCHING FOR "E.T."

4. Explain the purposes of projects like "SETI" and the "Origins Project." Do you think this is money well spent? Explain.

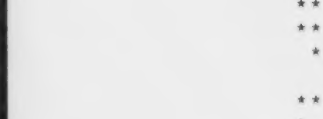
5. If you could send a message that, one day, might be received by entities in another galaxy, what would you "say" and how would you "say" it? Challenge students working in small groups to come up with a symbolic message that would give the recipient some idea of who sent it and where the sender was in the universe. Have groups present their messages and allow the rest of the class to try to guess what each one is trying to communicate. Display student work.

OUR WORLD: JEWISH JAZZ

6. In class discussion, ask students to describe musician Bruce Burger's new kind of cultural music. Then give students one minute to list as many different types of music as they can. Ask volunteers share their lists. Which kinds of music do most students enjoy? Encourage them to broaden their musical interests by sampling one unfamiliar type of cultural music the next time they visit a music retailer.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

B.J.P. National Front Congress Party Narashima Rao coalition extra-terrestrial NASA Hebrew orthodox rabbi secular



DESK: LOW ALLERGY PLANTS

1. BEFORE VIEWING: Ask students to define "allergies," their causes and symptoms. When do allergies hit hardest? Why? What is done to ameliorate the suffering? How effective is this treatment?

2. AFTER VIEWING ask: Do you, or does anyone you know, have any of the allergies shown in the video? To what are you/they allergic? How do you/they know?

3. Describe and discuss the treatments available to minimize allergic responses. How do these treatments work? How well do these treatments work?

4. Distribute the HANDOUT (pg 4) to small groups of students. Have each group use the information on the HANDOUT to write a skit portraying how allergens affect the body, role playing the following parts: pollen grains, immune system responses, the nose, allergic response in nose, the eyes, allergic response in eyes, allergy treatment and its effects, etc. Allow time for groups to gather materials and practice their parts. Have each group perform its skit for the others and/or for other classes, or videotape the performances. After the skits, have students write an explanation of how pollen affects the body.

5. Challenge students to use information from the video and the skits to create an informative brochure, "Low Allergy Plants." Make sure the brochure addresses the following questions:
   a. What are other ways pollen is transmitted?
   b. How are low allergy plants different from high allergy plants?
   c. Do low allergy plants cause no allergic responses? Explain.

d. Why do allergists think people are not allergic to pine pollen? Agree? Disagree? Explain your reasoning.
e. Are there plant allergies that are caused by agents other than pollen? Explain.
f. What can people do to lessen the effects of plant allergies? Explain.

Place the completed brochures in the community health center or public library.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

allergy antihistamine pollen air borne pollination
allergic response American Lung Association Atlanta Garden Show

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: THIS IS NO SNEEZING MATTER!

Aaah, the sounds of spring: croaking frogs, buzzing bees, singing birds...and the sounds of misery linked to pollen ALLERGIES: sneezing, sniffling and coughing. ALLERGIC RESPONSES are reactions caused when the IMMUNE SYSTEM attacks substances most people tolerate, such as plant pollen. Not all pollen is thought to cause an allergic response. Some pollen is too heavy; the main trigger pollens are carried through the air to the eyes and nose.

Our immune system recognizes millions of cells at work in the body. Some substances are attacked as invaders or ANTIGENS, an essential defense against infectious bacteria, viruses and other PATHOGENS. The body produces ANTIBODIES to match antigens in much the same way as puzzle pieces fit together. Antibodies bind with them and prevent them from infecting healthy cells. When a person becomes sensitized to an ordinary substance, such as grass pollen, the immune system overreacts to it as a potential threat. The body produces specialized LYMPHOCYTES or MAST CELLS. The antibodies produced to match a specific antigen attaches to the mast cell.

HISTAMINE is released when the mast cell, an immune cell commonly found in the nose, attaches to the allergy-causing antigen. These are chemical irritants producing inflammation, pain, increased blood and fluid flow and swelling. This produces the runny nose, sneezing and watery eyes suffered by as much as 20% of the population.

In 1873, British doctor Charles Harrison Blackley wrote about HAY FEVER, an allergic response to some grass pollens. He determined that hay fever is a hereditary allergy or ATOPY. Atopic allergies are spontaneous and require no previous exposure. Atopic reactions involve the immediate release of histamine. A German physician discovered a way to test for allergies in the early 1920s. He injected himself with blood serum of a colleague who had an allergy. After several days, he experienced an allergic response. The PASSIVE TRANSFER (P-T) TEST, consists of injecting a small amount of serum just under the skin and watching for an allergic response or HIVE. Analysis of blood samples can determine offending allergens.

Although there are no cures for allergies, treatments are available. ANTIHISTAMINES relieve some symptoms, but may cause drowsiness, dry mouth, etc. DECONGESTANTS reduce swelling and flush out the nasal passages. In some cases, desensitization is achieved by giving small doses of the allergen over a long period of time. One of the best ways to avoid allergic reactions to pollen, as shown in the video, is to avoid the allergen. Stay indoors, close the windows and limit your exposure to the outside to late afternoon when pollen counts are lower.

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

VIETNAM AGENT: VIETNAM--CHEMICAL WARFARE

1. Why was Agent Orange used during the Vietnam War? What does Vietnam suggest have been the long-term effects of its use? Gather evidence about Agent Orange in order to evaluate

Vietnam's claims. What is the U.S. government's position? What effect has Agent Orange had on U.S. soldiers? Write to an appropriate political figure asking for additional information on the status of Agent Orange claims in the U.S. and Vietnam.

INTERNET: http://oncolink.upenn.edu/pdq/600322.html
http://www.imasy.or.jp/~pholan/vnlinks.html

ISRAELI ARABS: ISRAEL--PALESTINE--POLITICS

2. What strategy has been planned by Palestinian Israelis? Why do they want to overcome their political factionalism? List candidates and their positions in the upcoming elections for prime minister. Which candidate should the "Palestinian strategy" support? What do the polls predict about the vote? Can the Palestinians make a difference in who is elected? Explain.

INTERNET: http://gauss.technion.ac.il/%7Enyh/israel/politics.html

ROYAL MEDIA: ENGLAND--ROYAL FAMILY; MASS MEDIA

3. What particular media activities displease Britain's royal family? What avenues are they exploring to end these practices? Search for information on the major duties performed for Britain by members of the royal family. In order to perform these duties, how important is it that the royal family be taken seriously? Would it diminish their significance if they were to "get a sense of humor"? To what extent have members of the royal family been their "own worst enemy" in recent times?

INTERNET: http://www.nando.net/newsroom/ntn/top/022896/
topstory_28248.htm

INDIA MASKS: INDIA--SOCIAL LIFE AND CUSTOMS; DANCING

4. Discuss the cultural importance of Chhou dancing. Why are the masks a critical part? Gather information on the significance of Chhou dancing and prepare a resolution asking for aid from the UN Economic and Social Council. Create a classroom Council to hear and discuss the resolution. What other international organizations might help the dancers besides the UN?

INTERNET: http://www.unt.edu/~sga0001/dance.html
http://www.enel.ucalgary.ca/~das/WB.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

mentally retarded defoliants infiltrators strategy swing vote
ultra-nationalists factions intrusions scoop speculative

```
******  **   **   *                                    Friday, May 10, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	A day after a new S. African Constitution is accepted, F.W. De Klerk's National Party withdraws from Pres. Mandela's Unity Party.	3:25	4:25
HEADLINES	SUSPECTED HAMAS TERRORIST TO BE EXTRADITED PRES. CLINTON GIVES VIDEOTAPED TESTIMONY	:45	5:10
EDITOR'S DESK	UN investigators dispute Israel's claims about refugee camp bombing; Tribunal drops some charges against defendant #1; India's election results require new alliances.	3:05	8:15
THIS DATE	...in 1869: A completed U.S. railroad...	:25	8:40
VIDEO ARTIST	Artist Nam June Paik mesmerizes audiences with his "cybertown" video art display.	1:50	10:30
LOOK AHEAD	Next Week: Making of a Mission	1:00	11:30
ROCKETS ON WHEELS	Buckle up and hang on, we're racing with NASCAR! Call for info: 1-800-344-6219.	2:20	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:35
AFGHAN HUMANE	The continuing violence in Afghanistan has made relief efforts impossible.	4:35	20:10
BOSNIA NEEDING	Relief efforts are pumping reconstruction money into the Bosnian economy.	3:15	23:25
KENYA WILDLIFE	Kenya's nature reserves are trying to protect the country's diverse wildlife.	2:20	25:45
AUSSIE CHOP	It takes a lot of muscle to chop wood.	3:00	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   Join NASA Astronaut Andrew Allen in a LIVE chat session via          *
*   America Online, Monday, May 13 at 2:00pm ET to discuss his           *
*   out-of-this-world experiences on board the Space Shuttle.            *
*   Type Keyword: CNN and enter the CNN NEWSROOM Live Conference!        *
**************************************************************************
```

TOP STORY: SOUTH AFRICA POLITICS

1. Why has F.W. De Klerk left the National Party? Why might he have chosen this time to form his minority party? Describe possible national and international repercussions of De Klerk's decision. Do you agree that a multi-party system should be a constitutional principle? Explain. Have students support their answers with scenarios based on issues currently facing the U.S. Congress.
2. What is the role of an opposition party? Does the opposition party always represent the minority? Explain.

EDITOR'S DESK: NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Have students match the item in Column #1 with the BEST choice in Column #2. MATCHES, in order: Egypt, 1960s, defendant, video art, police presence, space exploration, Lebanon, histamine, San Francisco, India, Chief Justice, South Africa, The Hague.

COMMUNICATION TRANSFORMATION

4. Why is Nam June Paik called the "father of video art"? How does his art go beyond current technological possibilities? Is it important that art and science be tied together? Is it unusual? Explain.
5. Have students diagram or model new exhibits for "Cybertown" and act as docents to explain their concepts. How is technology related to both the idea and its execution?
6. Is Paik's "electronic superhighway" of 1973 a reality today? Describe the impact on your life. What term might you coin for future technology? Why? How might your life be affected?

MEDIA LITERACY: THE MEDIUM AND THE MESSAGE

7. Guide students as they use the HANDOUT (pg 3) to analyze the strengths and weaknesses of information media. Based on their analysis, have them follow a story to compare news coverage and determine whether these strengths and weaknesses affect the information presented. CHALLENGE: Have students modify a CNN NEWSROOM story for presentation within a different news medium.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

National Party	Unity Party	Nelson Mandela	F.W. De Klerk
acrimony	extradition	Dusan Tadic	"cybertown"

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT HANDOUT: THE MEDIUM AND THE MESSAGE

DIRECTIONS: News is delivered to us through a variety of media, from television to the Internet. Each medium has strengths and weaknesses that influence the way information is presented. Complete the chart below to analyze each news medium.

MEDIUM	STRENGTHS	WEAKNESSES
Television		
Radio		
Newspaper		
News Magazine		
Documentary		
Book		
Internet		

ANALYSIS: Follow a news story seen on CNN NEWSROOM to discover differences in coverage based on the news medium. Do these strengths and weaknesses have an effect on the information you receive? Cite examples from your research to support your answer. How might this investigation affect your use of media?

CHALLENGE: Select a story covered on CNN NEWSROOM and rewrite it for a different medium. Modify the story to take advantage of the strengths and minimize the weaknesses of the chosen medium.

NEWSROOM MATCH GAME

DIRECTIONS: WHO and WHAT belong together in this week's CNN NEWSROOM? Match items in Column 1 with the appropriate item in Column 2 to see how many NEWSROOM events you can remember. CAUTION: Read through both lists first -- some matches are more exact than others!

COLUMN 1	COLUMN 2
peace talks	space exploration
protest music	histamine
Dusan Tadic	The Hague
Nam June Paik	Lebanon
McDonald's	San Francisco
SETI	Chief Justice
refugee camp	police presence
allergies	Egypt
technologically advanced library	South Africa
Congress Party	video art
Gabrielle Kirk McDonald	defendant
National Party	1960s
War Crimes Tribunal	India

NEWSROOM WORLDVIEW

AFGHAN HUMANE: AFGHANISTAN--CIVIL WAR

1. For what problems does Afghanistan need international humanitarian assistance? What assistance is provided now? Gather information about the international organizations involved in

providing assistance to Afghanistan, the kinds of assistance they are providing and the money value of their aid program.

a. Has the world community acted responsibly in their aid to Afghanistan?

b. Why have they been unable solve the chronic problems in Afghanistan?

What responsibility do Afghanistan's political, military and economic leaders have for the continuation of these problems? What do you think needs to be done in order to really begin to solve the problems there?

INTERNET: http://www.gate.net/~amren/world/afgha/afgha.html

BOSNIA NEEDING: BOSNIA--RECONSTRUCTION; ECONOMIC CONDITIONS

2. Why is the reconstruction of Bosnia considered to be critical to the peace process in the Balkans? What barriers have hindered progress in the reconstruction projects? Review recent articles on the rebuilding of Bosnia, noting the projects needed and the costs involved. Use this data to write a campaign speech in which you advocate the support of the rebuilding of Bosnia as one of your campaign promises. Deliver the speech to a classroom audience and elicit their reactions. Would providing economic support for Bosnia be a good campaign promise? How will the political realities of the developed countries affect Bosnia's hopes for rebuilding?

INTERNET: http://www.cco.caltech.edu/~bosnia/

KENYA WILDLIFE: KENYA--WILDLIFE REFUGES; TOURIST TRADE; ECONOMIC CONDITIONS

3. What is the basis for conflict between farmers and the wildlife in East Africa? Why might "for-profit" wildlife reserves solve this problem? Find information about the number of tourists who visit Kenya, the amount of money they spend and their activities there. What costs would be involved in setting up and managing the reserves? Do you think that tourism-generated revenue would be sufficient to support wildlife reserves? How might reserves benefit the tourists, the Masai, the wildlife and Kenya? What might be the negative effects?

INTERNET: http://www.lawrence.edu/~bradleyc/kenya.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

civil war	generation	squalor	drafted	essentials
stability	vulnerable	sacrifice	compliance	reserves

```
******  **   **   *                                    Monday, May 13, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	India's elections produced no clear party winner, so the scramble is on to see who will form the next government.	2:45	3:45
HEADLINES	ISRAEL COUNTERS HEZBOLLAH ATTACK...GHANA REFUSES LIBERIAN REFUGEES WHO NOW HEAD FOR NIGERIA...UGANDA INAUGURATES FIRST DIRECTLY-ELECTED PRESIDENT	1:00	4:45
DEMOCRACY DESK	Advertisers attempt to market Bob Dole to the under-30 generation.	3:20	8:05
ONLINE CHAT	Ask an astronaut...on-line! See page 2 for details.	:35	8:40
MAKING OF A MISSION	(Part I) Rigorous training -- and the "right stuff" -- prepare astronauts for space fight.	5:20	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:50
LEBANON SOUTHERN	Once again, southern Lebanon has become a Middle East battleground.	4:15	20:05
BRAZIL BANKING	Brazilians are worrying about whether or not the money they have in banks is safe.	2:25	22:30
CHINESE ADOPTION	Interest is growing in the policy of the international adoption of Chinese children.	2:20	24:50
SINGAPORE	"Bird Corner" is a popular tourist site.	:50	25:40
NETHERLANDS	The Old Masters are gaining new admirers.	3:05	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*    Join NASA Astronaut Andrew Allen in a LIVE chat session via         *
*    America Online, today, May 13 at 2:00pm ET to discuss his           *
*    out-of-this-world experiences on board the Space Shuttle.           *
*   Type Keyword: CNN and enter the CNN NEWSROOM Live Conference!        *
**************************************************************************
```

TOP STORY: INDIA'S ELECTION RESULTS

1. Describe the parliamentary form of government and explain this statement about the Congress Party: "We've been elected to sit in the opposition, we've not been elected to form the government." Has any party been given a clear mandate to form the government? If not, what comes next?
2. Why does the Congress Party object to the Bharatiya Janata Party's forming the new government of India? Divide students into groups to investigate the role religion has played in India's politics since the 1940s. Assign to each group one decade to gather information on the following:
   a. political parties active during its decade;
   b. divisions, and actions taken, along religious lines; and,

c. geographical locations of populations by religion.

Each group should appoint a spokesperson to deliver aloud to the class an encapsulated version of politics in their decade. As a class, create a

a. map of India showing population clusters along religious lines and a

b. timeline marked with highlights reported from each decade.

Ask groups to project the stability of a coalition of secular parties based on what they know of the historical relationships among India's religious communities and be prepared to defend their positions.

MAKING OF A MISSION (PART I)

3. How do astronauts prepare for a space flight? Can they be prepared for any unplanned event? According to the video segment, what is meant by the "right stuff"? What other attributes do you think an astronaut would need? Explain.

4. Discuss the images of Earth the astronauts note in their descriptions. What perception of Earth did they have and how typical is this perception among astronauts? Have students choose one astronaut from any space flight mission to find out his/her thoughts and impressions of Earth. Have the class create a montage expressive of their findings.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

P.V. Narasimha Rao Congress Party Bharatiya Janata Party (BJP)
secular The Third Front coalition astronaut "right Stuff"
simulation "worst case scenarios" NASA "The White Room"

***** ** ** *
* * * * * *
* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: PRESIDENTIAL "MARKETING"

1. BEFORE VIEWING: What is marketing? How might a candidate for political office "market" himself/herself to voters much the way products are marketed to consumers?

2. AFTER VIEWING: How did candidate Bill Clinton "market" himself in the 1992 presidential race? What image did this approach project about him? How did it help to promote his message? What do some of the marketing professionals interviewed in the video suggest for Bob Dole's image? Describe some of the things they might do to promote a new image for Mr. Dole.

3. What kind of image did ad executive Phil Dusenberry help project for Pres. Ronald Reagan in his 1984 reelection campaign? Explain what Mr. Dusenberry means by the "packaging of a candidate." Do you agree with his assessment that this "packaging" has "a powerful impact on the American people"? Explain.

4. According to the video, Bob Dole does have some strong support from under-30 year old voters. Where does he lack support? How might he attempt to win over those groups of voters?

a. Generate a list of voter groups where Bob Dole could use help in gaining support. Write the list on the board.

b. Divide the class into groups. Have each group choose one of these voter groups and prepare a strategy designed to make Bob Dole more appealing to its members.

Have groups share their strategies. In each case, was the candidate able to maintain his ideological views while broadening his appeal? In students' opinion, is there ever a time when image should be more important to a campaign than the candidate's stand on the issues? Can image-making ever "backfire" on a candidate? Discuss.

5. Distribute the HANDOUT (pg 4) to groups of students. Have each group choose to work as marketing professionals for either the Clinton or Dole Campaign. Direct groups to

a. list images and characteristics commonly associated with their candidates.

BEST COPY AVAILABLE

b. decide which of these traits they would emphasize and which ones they would "remarket" or try to change in the eyes of voters.

Have groups use their ideas to create print or TV ads that give new dimensions to their candidate's political persona. Have groups share their work.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Bob Dole	Ronald Reagan	Bill Clinton	Al Gore	MTV
generation gap	marketing	baby-boomer	packaging	charisma

***** ** ** *
* * * * * *
* * * * * * DEMOCRACY IN AMERICA DESK:
******** ** ** STUDENT HANDOUT: THE MARKETING OF A PRESIDENT

DIRECTIONS: If you were a marketing professional hired to make the "perfect" presidential candidate out of either Bill Clinton or Bob Dole, how might you begin your task? One approach might be to first identify some of characteristics voters associate with that individual, then decide which of those traits should be emphasized and which ones should be "changed."

Part I. Choose to work for either the Clinton or Dole Campaign and identify some images and characteristics you think voters associate with your candidate:

CANDIDATE:_____

CHARACTERISTICS/IMAGES ASSOCIATED WITH THAT CANDIDATE: Remember to consider such aspects as physical attributes and personality traits, as well as political preferences.

_____

_____

_____

_____

_____

Part II. Look at your list above and decide (1) which characteristics need to be emphasized and (2) which ones should be "changed" via a marketing approach. You may wish to conduct an informal survey of voters you know to give you some ideas.

1. I would emphasize:_____

_____

_____

2. I would "change":_____

_____

_____

Create a print or TV ad to "market" your candidate, maximizing his positives and "countering" his negatives.

```
*****  **    **    *
*      * *  * *  * *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

LEBANON SOUTHERN: LEBANON--FOREIGN RELATIONS--ISRAEL

1. What factors have increased the tensions and violence in southern Lebanon? What barriers stand in the way of solving the problems there? Put together a rough map showing the location and numbers of the conflicting groups and innocent bystanders in the Lebanon-Syria-Israel border area. What are each group's goals? Is it important for Israel to occupy southern Lebanon or does its presence appear to be a bargaining chip? How might the current standoff be best resolved?

INTERNET: http://www2.nando.net/newsroom/ntn/world/112995/world641_2.html

BRAZIL BANKING: BRAZIL--ECONOMIC CONDITIONS; BRAZIL--BANKS AND BANKING

2. What recent events have raised questions about the stability of Brazil's banking system? How has the public reacted to the situation? Gather information on the bank failures at the beginning of the Great Depression in the U.S. Note the factors that led to those failures. Examine information about the current situation in Brazil to evaluate the extent to which similar conditions exist.
   a. In what ways are the two situations very different?
   b. Is there reason for concern in Brazil?
   c. How important is public confidence to Brazil's banking system?

   Using examples from Roosevelt's New Deal, what solutions might you suggest to policy makers in Brazil?

INTERNET: http://www.tradecompass.com/us_exim/press/jun2295.html
http://www.telepac.pt/whatson/brazil/main/business/business_in_brazil-banks.html

CHINESE ADOPTION: CHINA--POPULATION; ADOPTION; ORPHANAGES

3. What has been the effect of limiting families to one child in China? Why are only girls available for out-of-the-country adoption? Study population data for China at intervals over the past 30 years. Graph the data. What are the trends? To what extent is the population control program working? What overall benefits should result from stabilizing or shrinking the population? What effect could the shortage of females have in the future? Are there any other negative implications for the program? Explain.

INTERNET: http://www.catalog.com/cgibin/var/fwcfc/state09.htm
http://www.catalog.com/fwcfc/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

hostility	terrorists	brokered	stronghold	resistance
occupation	condolences	buffer	negotiation	credibility

```
******  **   **   *                                    Tuesday, May 14, 1996
*      * *  * *  *
*       *   * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Liberian refugees fleeing civil war are turned away from neighboring countries.	2:00	3:00
HEADLINES	A DRIVE-BY SHOOTING ON THE WEST BANK	:30	3:30
CAMPAIGN '96	Polls give Clinton a 20% lead over Dole.	:30	4:00
INTERNAT'L DESK	In Jaen, Spain, drought means a shortage of olive oil, the town's economic blood.	2:15	6:15
MAYAQUEST	This year's quest ends as the cyclists return to Minnesota to evaluate the trek.	3:00	9:15
MAKING OF A MISSION	PART 2 OF A 5-PART SERIES Simulation is the "next-best-thing to being there" for Shuttle mission crews.	4:45	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:50
BRAZIL DIALYSIS	Tragic deaths due to contamination at a clinic has raised an outcry in Brazil.	2:20	18:10
INDONESIA FOREST	Progress and the environment collide in Indonesia's rain forests.	3:05	21:15
RUSSIA ZIL	Workers who used to make exclusive Zil limousines are now making church bells.	2:20	23:35
INDIA (PART 1)	Linda Schaeffer begins her tour of India with a shopping spree in Puttaparthi.	5:15	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Take your students on a live, interactive field trip without *
* leaving the classroom! Call Turner Adventure Learning for all *
* the latest information on upcoming events! 1-800-344-6219. *
****

TOP STORY: ESCAPE FROM LIBERIA

1. As students watch, have them find Liberia on a map and trace the course of the Bulk Challenge. Where might they try to land next? Have students consider ship conditions, geographic location and the politics/economics of neighboring nations as they state their rationales.
2. Why does this Liberian tragedy involve more than the thousands of men, women and children seeking refuge? Who are other players in this tale? (Factions in Liberia, neighbors who have taken in refugees, countries that have turned them away, humanitarian organizations, news agencies, the international community.) Working in teams in which each person represents one group, have students write journal entries to describe the plight of Liberian refugees from different points of view. As students share their diaries, have them compare points of view to seek answers to the dilemma.

MAYAQUEST

3. What was the purpose of MayaQuest? Has it achieved this purpose? Explain. What has been the impact on the cyclist and their followers?
4. Have students outline a plan for a trek of their own. Where would they go? What would be the purpose of the trip? What is their itinerary? What provisions would they need? CHALLENGE: Based on their plans, have students design their own "Trek Home Page," including educational connections.

MAKING OF A MISSION: PART II

5. What is the purpose of a Shuttle flight simulator? Are there drawbacks to simulation as a method of training? Explain. Guide students to describe simulated experiences they have had. Why was simulation used? Was it effective?

EXTENSION: Have students create a simulation experience as part of a driving course. What conditions would they simulate? Why? How?

6. Is it possible to experience every contingency during a simulation? Explain. How can astronauts be prepared for the unexpected? Have students consider the flight of Apollo 13. How did simulation experience help divert disaster? Was success based entirely on simulated experiences? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

refugees civil war Monrovia, Liberia drive-by shooting
Tikal, Guatemala El Castillo simulator mission control

***** DESK: SPAIN'S LIQUID GOLD

1. BEFORE VIEWING: Ask students to list as many of their state's major exports as they can. If necessary, provide them with encyclopedias, atlases or other sources. Is their state's economy based on a highly diversified group of exports or is it dependent on one kind of product? What do they think are the pros and cons of each kind of economic base? Explain.

2. AFTER VIEWING: Continue the BEFORE VIEWING discussion with students: On what kind of economic activity is Spain's Andalusian region based? How does this economic picture compare with that of your state? Would you suggest the people of Andalusia try to improve their olive growing techniques or develop other economic enterprises? Explain.

3. Spain is a member of the European Community. Have students research periodicals to find information about the EC and its economic activities throughout the community. How has it helped economically-stricken members in the past? What do you think it could do for Spain now, given both the assets and liabilities of the region and its inhabitants? Draw up a list of suggestions and evaluate them in class for feasibility and pragmatism.

4. According to many medical experts, a diet rich in cholesterol and saturated fats is dangerous to your heart. Olive oil, containing predominantly monounsaturated fat, has become a staple of health-conscious cooks because of its lack of cholesterol, low percentage of saturated fat and pleasant flavor.
   a. On the HANDOUT (pg 4) define "polyunsaturated fat," "monounsaturated fat" and "saturated fat." Which one is considered most dangerous to heart health? Why?
   b. Rank order the oils according to their cholesterol, saturated fat, polyunsaturated fat and monounsaturated fat content. On the basis of your ranking, which would you consider to be the 5 most healthy cooking oils? Why?
   c. If possible, formulate a taste test to determine which of the top 5 oils best complements food.

BEST COPY AVAILABLE

d. Using this information make a speech or create an advertisement to help the olive growers of Andalusia sell their oil regardless of the price.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
extra virgin olive oil Andalusian Hills cholesterol saturated fat

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: FAT CONTENT

DIRECTIONS: First use texts to define the terms "Polyunsaturated fat," "Monounsaturated fat" and "Saturated fat." Which is most healthy for your heart? Why? Now research food labels and other sources to determine the cholesterol content and fat breakdown of the oils listed below. If possible, plan and carry out a taste test of the 7 oils you believe to be most helpful to heart health. Would you recommend cooking with olive oil regardless of the price? Explain your opinion in an ad or in a 1-minute speech.

COOKING OILS	CHOLESTEROL (%)	SATURATED (%)	POLY-UNSATURATED (%)	MONO-UNSATURATED (%)
Canola Oil				
Safflower Oil				
Sunflower Oil				
Corn Oil				
Olive Oil				
Soybean Oil				
Peanut Oil				
Margarine				
Vegetable Shortening				
Chicken Fat				
Lard				
Beef Fat				
Butter Fat				
Coconut Oil				

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

BRAZIL DIALYSIS: BRAZIL--MEDICAL CARE

1. What caused the deaths at the dialysis clinic? In what way do the relatives of the deceased feel this event is related to the overall health system in Brazil? Gather data about health care in general in Brazil and compare with similar data for several comparable or more developed countries. Select the data that would provide the best overall evaluation of medical care available in each country and graph the comparison. How does medical care in Brazil compare with that in the other countries? What do you think the dialysis clinic tragedy indicates about medical care in Brazil? Explain.

INTERNET: http://hawaii.uni-trier.de/www/brazil.html

INDONESIA FOREST: INDONESIA--ENVIRONMENTAL PROTECTION

2. Why did the World Commission on Forest and Sustainable Development meet in Jakarta? Note arguments environmentalists and logging companies use to defend their positions on cutting down the rain forests. Search sources to discover evidence to support both sides of this issue. Use your evidence to debate the issue among members of your own "World Commission."
   a. To what extent is either side clearly right?
   b. What values conflict is at the heart of this situation?
   c. How much is each side willing to compromise in order to satisfy both goals? Is there a satisfactory solution to this situation? Explain.

INTERNET: http://www.newsindonesia.com/news_views/nv_9602/envi.html

INDIA (PART 1): INDIA--TOURIST TRADE; SOCIAL LIFE AND CUSTOMS

3. What unusual travel difficulties did Linda Schaeffer encounter between Bombay and Puttaparthi? To what extent are these conditions improvements over past conditions?
   a. Gather and graph information about the length and types of roads, miles of railroad track and other transportation improvements.
   b. Compare the situation for 10-year periods since 1960. To what extent have real improvements been made? Are they spread throughout the country or focused in urban areas?
   c. Using maps, compare the overland trip from Bombay to Puttaparthi in 1960 and in 1990. How many improvements were made there during that period? Describe what you imagine the trip will be like in 2020 AD.

INTERNET: http://www.tajmahal.com/india/india2.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

toxins hygiene contaminated compensation exploit
greenhouse effect deforestation prestige contemplation

```
******  **   **   *                          Wednesday, May 15, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. threatens China with $3 billion in trade sanctions over China's failure to stem the piracy of U.S. products.	3:40	4:40
HEADLINES	GHANA GRANTS LIBERIANS REFUGE...KILLER TORNADO RIPS BANGLADESH....	:35	5:25
BUSINESS DESK	The United Farm Workers' Union is alive and well...and has gone high-tech!	3:10	8:35
CHECK IT OUT!	South Africa is taking portable automatic teller machines to the people.	:35	9:10
MAKING OF A MISSION	(PART III) NASA lavishes great care on the design and maintenance of the space shuttles.	4:50	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:45
BORIS RE-ELECT	Boris Yeltsin is accused of having based his campaign on Russians' fears.	3:30	19:15
CUBA CIGAR	Cigars are still Cuba's most famous and sought after export.	2:35	21:50
BRITAIN MONARCHY	Respect for the Queen is high but the future of the monarchy is open to debate.	2:30	24:20
INDIA (PART 2)	Hindu beliefs and practices are an important component of India's culture.	4:35	28:55
CNN NEWSROOM WORLDVIEW CLOSE		1:05	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Take your students on a live, interactive field trip without *
* leaving the classroom! Call Turner Adventure Learning for all *
* the latest information on upcoming events! 1-800-344-6219. *
****

TOP STORY: U.S./CHINA TRADE SANCTIONS

1. Why has the United States announced possible trade sanctions against China? Ask students to define and describe "pirated" merchandise and discuss the impact this practice has on U.S. businesses.
2. Lead the class in a discussion of the kinds of trade agreements nations might enter into, noting, specifically, the terms of a most-favored-nation clause. Have students compare trade agreements among nations with other contractual relations. What needs to be in place in order for any contract to work?
3. Replay the video segment and have students note the industry sectors selected for tariff impositions. Divide the class into small research groups to find out the following:
   a. the major U.S. exports to China;
   b. the major U.S. imports from China; and,

c. the export/import percentage in each nation's overall trade budget in order to gauge the impact these sanctions might have on their economies.

Share group information in a class discussion and determine, based on students' findings, who stands to lose most and why. Have the groups query local retailers on the impact they expect the tariffs could have on their business and the measures they may have to take to offset the effect.

MAKING OF A MISSION: PART III

4. While viewing, have students note the reference to the thermal protection system. Divide the class into small groups. Have each group search for information on heat-conducting and heat-absorbing materials and suggest possible materials to be used on shuttles. Have each group test its hypothesis, then write up its experiment and conclusions and present these to the class. Share the most innovative results with NASA.
5. Many of NASA's achievements have found practical application in other areas of daily life. Have student groups conduct research into the many space technology "spin-offs" in use today. Groups should indicate for each: a) the item, b) its space technology use, c) its spin-off application and d) a photo, diagram or sketch of either the spin-off or its original application.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

trade sanctions piracy tariffs Most-Favored-Nation status mark-up thermal protection system ceramic blankets spin-off

```
***** *   * ***** ***** *     * ***** ***** *****
*   * *   * **      *   * *   * *     **    **
****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *       **    **        UFW
***** ***** ***** ***** *     * ***** ***** ***** DESK: REVIVAL
```

1. BEFORE VIEWING: What is a labor union? State some reasons why workers might "unionize."

2. AFTER VIEWING: Who was Cesar Chavez? What was the focus of his labor movement? How has the UFW changed since he led it? Have the goals of the UFW changed? Explain.

3. What is meant by the phrase "conciliatory talk"? Why do you think the UFW leadership has changed its negotiating approach in that direction? Direct groups to research to learn more about union strategies and share their findings. Ask: Besides "conciliatory talk," what actions do unions often undertake to achieve their goals? Which strategies do you think are most effective? Discuss.

4. Divide the class into small groups. Have each interview a local business owner/manager to learn more about his/her work force. Is it union or non-union? What are some of the positives and negatives of its current status for both worker and management? Have each group present its work force profile to the class. Conclude by having each student write an essay on the pros and cons of worker unions from the perspective of both management and employee.

5. Distribute the HANDOUT (pg 4). Group students and assist them in a) identifying at least one labor union associated with each work category and b) finding the year it was founded. Have each group record its information on the HANDOUT then present its chart to the class. Challenge each group to
   a. choose one union and prepare a timeline or paper on the union's activities since its inception.
   b. discuss whether or not that union is gaining or losing power and include evidence to support its claim.

6. Direct students to search their texts and other resources for workplace conditions that led to the birth of labor unions. Have students share and discuss their findings. Have students find out whether or not any of these problems been solved by

union action. Then have small groups of students conduct an informal debate in response to this statement: RESOLVED: Labor unions have outlived their purposes and are no longer needed.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

United Farmworkers Union Cesar Chavez picket union
bribe negotiate contract protest conciliatory

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: LABOR UNIONS

DIRECTIONS: Use resources to identify the names and founding dates of at least one union in each category listed below. Record your findings on the chart.

CATEGORY	LABOR UNION(S)	FOUNDED (YEAR)
Education		
Automobile Manufacturing		
Mining		
Transportation		
Communication		
Government Workers		
Clothing		
Entertainment		
General Industry, Manufacturing		

Choose one of the unions you identified and prepare a timeline, or write a brief paper outlining its activities since its founding. Conclude with your view on whether this union is gaining/losing power and why.

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
```

BORIS RE-ELECT: RUSSIA--POLITICS; ELECTIONS

1. What is the significance of the "campaign of fear" that Yeltsin is accused of running? Should there be concern about a potential threat from any of the candidates for the Russian Presidency? Gather information from news magazines and note the leading candidates and their positions on the major issues.
   a. How would the election of each candidate affect Russian domestic affairs?
   b. What groups would gain and lose in each case?
   c. How would each candidate's election affect Russia's foreign policy?

   Do you agree or disagree with Yeltsin's position? Is this an effective strategy for Yeltsin?

INTERNET: http://www2.nando.net/newsroom/ntn/world/121495/world708_1.html
http://www.kiae.su/www/wtr/

CUBA CIGAR: CUBA--EXPORTS; COMMERCIAL POLICY

2. In what ways is it suggested that Cuban cigars are different from other cigars? What factors affect their profitable distribution in the world market?

INTERNET: http://ix.urz.uni-heidelberg.de/~pklee/Cuba/

BRITISH MONARCHY: BRITAIN--POLITICS; BRITAIN--ROYALTY

3. What criticisms are typically voiced about Britain's monarchy? Is this situation unusual? Compare the British monarchy with other monarchies. Does the British monarchy appear to be MORE or LESS criticized than others? In your opinion, is this criticism part of a growing anti-monarchical sentiment? Explain. What other factors might be aggravating the situation in Britain?

INTERNET: http://www.spark.net.hk/nettour/wlist021.html

INDIA (PART 2): INDIA--RELIGION--HINDUISM; FESTIVALS

4. What religious practices did you observe in the video segment? In order to gain a clearer understanding of the relationship between religion and culture in India, gather information about Hinduism and create a visual display of the basic elements and mystical relationships that exist. What does Hinduism require of true believers? How would you characterize the relationship between Hinduism and culture in modern India? How do Hindu practices both build culture and serve the needs of the people?

INTERNET: http://www.webpage.com/hindu/index.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

repressive purge confrontation apprehension summit
mystique deference embodiment odyssey havoc

BEST COPY AVAILABLE

```
******  **   **   *                                    Thursday, May 16, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	Presidential hopeful Bob Dole resigns from the U.S. Senate to campaign full-time.	4:40	5:30
HEADLINES	HISTORIC "FIRST" IN INDIA'S GOVERNMENT... U.S. ANNOUNCES BILLIONS IN IMPORT TARIFFS AGAINST CHINA...PHILLIP MORRIS PROPOSAL...	:50	6:20
SCIENCE DESK	Your body's internal "clock" may determine how well your prescription works.	2:10	8:30
LOOK AHEAD	Live coverage of ENDEAVOUR's launch: 6:30 a.m. ET Sunday on CNN	:25	8:55
MAKING OF A MISSION	(Part IV) Getting to the launch pad is one of the shuttle's most delicate trips.	4:20	13:15
FUTURE SHUTTLE	Here's a peak at what the shuttle of the future might look like...	1:25	14:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	16:30
AFGHAN TELABAN	A new group has joined the civil war in the hope of forming an Islamic country.	4:00	20:30
NEWSDATE	On this date...May 16, 1982...	:35	21:05
DEAD SEA DATABASE	The Dead Sea Scrolls soon will be available on disk to researchers.	3:10	24:15
INDIA (PART 3)	Volunteers from around the world help Mother Theresa care for the poor.	5:35	29:50
CNN NEWSROOM WORLDVIEW CLOSE		:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Forget the hassles of permission slips and bus schedules! Each *
* Turner Adventure Learning electronic field trip takes your class *
* on an exciting journey without leaving the classroom! For *
* information on upcoming events, call 1-800-344-6219. *
****

TOP STORY: BOB DOLE LEAVES THE SENATE

1. How long has Bob Dole served in the U.S. Congress? How would you characterize his career in Washington, D.C.? Why do you think he believes he has to give that up in order to run for U.S. President? How has the Clinton Administration reacted to Senator Dole's resignation?
2. The latest CNN/Time Election Monitor polls show that President Clinton has a 20-point lead over Sen. Dole in the presidential race. Pose the following question to the class: Given this gap, do you think Senator Dole's resignation is an act of desperation or a smart political move? Then,
   a. have students work in groups to discuss the pros and cons of running for President while leading a legislative agenda that is opposite that of your incumbent opponent.

b. reconvene the class and have groups share their pros and cons by using specific Legislative vs. Executive Branch scenarios as examples.

Conclude by having each student write a paper expressing his/her response to the question at the beginning of this activity.

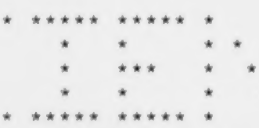
3. Bob Dole is currently the Senate Majority Leader. Upon his resignation, several Republican Senators will seek to fill that post. Have students research the duties of the Senate Majority Leader and share their findings. Then have each student choose any one GOP Senator and write a short speech endorsing him/her for the job.

MAKING OF A MISSION (PART IV)

4. Explain why getting the space shuttle onto the launch pad is such a delicate mission. What major steps have to be verified before the shuttle is "good for fly"?
5. After viewing, direct students to videotape or watch the launch of ENDEAVOUR Sunday (6:30am ET on CNN) and note some of the terms and phrases presented in MAKING OF A MISSION this week. Have students share their findings. Challenge student groups to use some of those technical terms in a news story that they write, edit and record/present on the latest launch of ENDEAVOUR.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Bob Dole Russell, Kansas Gerald Ford George Bush "deficit hawk"
Saturn V VAB orbiter "stack" crawler Johnson Space Center



DESK: BODY RHYTHMS

1. BEFORE VIEWING: To what daily rhythms do living things respond? Describe the responses. How do you change as the day progresses? How do you know? Why do you change?

2. AFTER VIEWING: How does the medical community hope to take advantage of body rhythms? What diseases can be better treated using chronotherapy? Why? Can you think of other diseases that might be treated with chronotherapy?

3. Have students use media resources to investigate human body rhythms. What body systems are affected by daily rhythms? How are these effects measured? What equipment is needed to measure these vital signs? Arrange for student access to equipment such as thermometers and sphygmomanometers. Invite a health care professional to demonstrate the proper way to measure temperature, pulse rate, respiration, blood pressures, etc. Have students practice measuring vital signs while the professional is present to check their work.

4. Ask: Do body rhythms affect your performance at school? When do you learn best? Why? Arrange for students to meet in your room several times during the day to measure and record body rhythm data. Distribute copies of the HANDOUT (pg 4) to each student. Group students and tell each group to follow the HANDOUT directions to measure and record vital signs.

5. After body rhythm data has been collected for one week, have students analyze the data. Encourage them to make a body rhythm graph for their time at school then use the analyzed data to redesign their school day. CHALLENGE: Develop a new school schedule based on "CHRONOLEARNING." Have students present their conclusions to the class. Select the best scheduling ideas based on chronolearning and present them to the administration or school board for possible implementation.

7. Encourage students to investigate seasonal biorhythms. Does human behavior and response change with the seasons? Explain.

Could the yearly curriculum be changed to take advantage of seasonal biorhythms? Why/Why not? How could your hypothesis be tested?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

biological rhythms	body clock	chronotherapy
high blood pressure	asthma	chronobiology

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: BODY RHYTHMS AT SCHOOL

DIRECTIONS: Do your biological rhythms change during the school day? Could educators take advantage of these changes to enhance learning? Work with your group to collect data on vital signs. Report to the classroom at specified times for data collection. Record your data on the chart below. Make copies of the chart for additional days. You will use this data to redesign your school day.

DAY #___

TIME	TEMPERATURE	PULSE	RESPIRATION	BLOOD PRESSURE
Early a.m.				
Mid-Morning				
Lunch				
Early p.m.				
Dismissal				

DAY #___

TIME	TEMPERATURE	PULSE	RESPIRATION	BLOOD PRESSURE
Early a.m.				
Mid-Morning				
Lunch				
Early p.m.				
Dismissal				

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

AFGHAN TELABAN: AFGHANISTAN--CIVIL WAR; ISLAMIC LAW; SOCIAL LIFE AND CUSTOMS

1. What are the goals of the Telaban? What is their vision for the future of Afghanistan? To what extent does their brand of Islamic fundamentalism appeal to Afghanistanis? Conduct a map study comparing the Middle Eastern countries controlled by

Islamic fundamentalists 25 years ago with those similarly controlled today. To what extent has this phenomena spread? Does its expansion have a pattern? How high is the probability that one day soon the Middle East will be mostly under the control of Islamic fundamentalists? Defend your response.
INTERNET: http://oneworld.org/landmines/index.html

DEAD SEA DATABASE: ISRAEL--ANTIQUITIES--DEAD SEA SCROLLS
2. Why has access to the Scrolls been limited for so long? Why do researchers want to study the information in the Scrolls? How will the database provide accurate material for researchers worldwide? Find out what has been learned from the Scrolls to date, then use your data to create a display showing their importance. Expand your display to include the major areas of study researchers hope to pursue. Considering your findings, what is the real significance of the Dead Sea Scrolls? What other discoveries of ancient writings have been equally significant? To what extent does the rediscovery of the past validate humankind's existence today?
INTERNET: http://sunsite.unc.edu/expo/deadsea.scrolls.exhibit/intro.html

INDIA (PART 3): INDIA--PHILANTHROPISTS--MOTHER THERESA
3. What does Mother Theresa ask of all her visitors? What types of people volunteer to help Mother Theresa? What appears to be her mission? Develop a picture display showing the stages in Mother Theresa's life from childhood to her Nobel Peace Prize activities in India. What influences led her to dedicate her life to the poor? What characteristics have made her so widely respected? Why do you think Mother Theresa is so well-known? CHALLENGE: Write a poem in which you evaluate Mother Theresa as an ideal of human behavior. Discuss other ways in which one can serve humankind equally well.
INTERNET: http://www2.nando.net/newsroom/ntn/world/111595/world812_13.html
http://hubcap.clemson.edu/~nsankar/india/TeresaSpeech.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

fragments	translations	facilitate	hyper-link	database
humanitarian	perspective	tolerant	destitute	illuminating

BEST COPY AVAILABLE

```
******  **   **   *                                    Friday, May 17, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	India designates Atal Bihari Vajpayee of the BJP as its first Hindu prime minister.	3:20	4:05
HEADLINES	DOMINICAN REPUBLIC GOES TO THE POLLS... U.S. TO SEEK GLOBAL LANDMINE BAN...TOP U.S. NAVY OFFICER COMMITS SUICIDE...	1:05	5:10
EDITOR'S DESK	Sen. Bob Dole resigns seat for campaign trail; U.S. and China exchange trade fight salvos; Ghana and Sierra Leone accept Liberian Refugees.	3:05	8:15
LOOK AHEAD	Next Week: America On Wheels.	:30	8:45
MAKING OF A MISSION	CNN Correspondent John Holliman talks about his "beat" -- NASA.	5:00	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:30
COLOMBIA VIOLENCE	The continuing high rate of violent crime in Colombia is attributed to many causes.	3:55	19:25
CHINA MODELS	Becoming a model in China is almost as difficult as enjoying the brief benefits.	2:55	22:20
INDIA (PART 4)	The city of Varanasi is the place where Hindu pilgrims go to purify their souls.	5:30	27:50
GIANT COOKIE	The Guinness record book lists a new winner for the world's largest cookie.	:35	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*   Call Turner Adventure Learning to get information on upcoming        *
*          electronic field trips!  1-800-344-6219.                      *
**************************************************************************
```

TOP STORY: A NEW PRIME MINISTER FOR INDIA

1. How is Atal Bihari Vajpayee different from his predecessors? What political party does he represent? Why is it essential that he now form a coalition government? Which parties are determined to block this attempt? How are they doing this?
2. Have student groups research multiparty political systems. Why do they usually result in "coalition governments"? How are these governments formed? Have groups share their findings. Discuss what happens when a prime minister is unable to form a coalition. Have students predict the outcome of this effort in India.

EDITOR'S DESK: NEWSQUIZ (pg 4)

3. Distribute the NEWSQUIZ (pg 4). Instruct students to follow the directions on the NEWSQUIZ and identify the capitalized clue in each "headline." They should write one letter on each space to the right of the "headline." When they are finished, challenge them to rearrange all the letters that have the "***"

BEST COPY AVAILABLE

symbol below them into a 3-word phrase that is NASA's way of saying that the shuttle is on the launch pad, ready to go. ANSWERS: 1-India; 2-Ghana; 3-Bob Dole; 4-olive; 5-UFW; 6-ENDEAVOUR; 7-tariff; 8-Philip Morris; 9-Majority Leader; BONUS: "Good for fly."

MAKING OF A MISSION (PART V)

4. Who is John Holliman? How did the explosion of the CHALLENGER affect him and his career? What restored his faith in NASA?

5. One way that Mr. Holliman has become so knowledgeable in the field of space exploration is by learning its "lingo." Help students generate a list of terms and acronyms Mr. Holliman would have to know about the space program. Students may want to review one or more segments of this week's series. Write the list on the board. Then instruct each student to pretend he/she is a CNN correspondent and choose one area of "expertise." Challenge each student to research and create a brief list of terms and explanations he/she would have to know in order to do the job well.

MEDIA LITERACY: MEDIA TERMINOLOGY

6. Distribute a copy of the HANDOUT (pg 3) to each student. Group students and have them follow the directions on the HANDOUT to a) define/explain each term and b) provide an example from any media source. Have students demonstrate their understanding of the terms in a newscast each group will produce and present to the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Shankar Dayal Sharma Atal Bihari Vajpayee Hindu liberal allies
Walter Cronkite CHALLENGER DISCOVERY cynical space station

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: MEDIA TERMINOLOGY

DIRECTIONS: Do you know what those terms mean that you hear regularly in the media? Below are some of the most recently heard terms. Define each then search for and record from any media source at least one example or demonstration of each term.

PHOTO OP:

SOUND BITE:

PRESS RELEASE:

OFF-THE-RECORD:

"SPIN":

"SPIN DOCTOR":

PUNDIT:

RELIABLE SOURCE:

CHALLENGE: Work in a group to write, produce and present for the class a newscast in which your group uses each term defined or explained above.

** * ***** ** ** ***** ***** * * * ******
* * * * * * * * * * * * *
* * * **** * * * ***** * * * * * *
* ** * * * * * * * * * * * * *
* * ****** ** ** ***** ***** ***** * ****** NEWS CLUES

DIRECTIONS: Each of the "headlines" below refers to a story seen on this week's CNN NEWSROOM. The capitalized words give you a hint as to the answer. Fill in the letters of each correct answer.

1. WORLD'S LARGEST DEMOCRACY Holds Elections __ __ __ __ __
   **

2. West African NATION Accepts Liberian Refugees __ __ __ __ __

3. GOP SENATOR Says Goodbye After 35 Years

4. Spain CROP Failure Devastates Economy

5. Agricultural UNION Makes Comeback

6. SHUTTLE Set for Launch on Sunday

7. U.S. Imposes IMPORT TAX on Chinese Goods

8. TOBACCO COMPANY Offers Clinton Administration Advertising Ban in Exchange for Deregulation

9. Republican Senators Scramble to Fill Vacant Leadership POST

BONUS: Take all the letters above that have "**" below them and put them together. Unscramble them to spell out the three-word phrase that is NASA's way of saying that all systems have been checked and verified and the shuttle is ready for launch:

" _ _ _ _ _ _ _ _ _ _ _ "

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

COLOMBIA VIOLENCE: COLOMBIA--CRIME; COLOMBIA--VIOLENCE

1. Why is Colombia called the most violent country in the world? What is the government doing to stop the violence? Gather violent crime data for 5 cities in developing countries, including Bogota. Graph the data and draw conclusions. What patterns do you see? Is Colombia the exception or the rule? What factors appear to explain the patterns you have discovered? How does your analysis make you feel about the chance for a successful anti-violence campaign in Colombia?

EXTENSION: Gather similar data for comparable cities in developed countries. Does it appear that economic development changes the level or types of violence or violent crimes? Explain.

INTERNET: http://www.colostate.edu/Orgs/LASO/Colombia/colombia.html

CHINA MODELS: CHINA--OCCUPATIONS--MODELING

2. What do young women endure to become a model in China? What are the short- and long-term costs and benefits of such a career? What, then, are the strongest incentives for these models? Gather information about Western fashion models and the incentives they have for developing a successful modeling career. Compare the incentives that motivate Chinese and Western models. What are the major differences in the incentives offered? What impact would you expect these incentives to have on the models? In your opinion, would these models from different cultures act differently? Explain your answer.

INTERNET: http://www.ihep.ac.cn/cw/window.html

INDIA (PART 4): INDIA--RELIGION--HINDUISM; INDIA--SOCIAL LIFE AND CUSTOMS

3. Why is Varanasi particularly important to Hindus? One important feature of that city is the three miles of ghats that run along the banks of the Ganges River as it flows through the city. In order to better understand the experience, gather information about the importance to Hindus of going to the ghats and bathing in the Ganges. What is the significance of this act? What happens spiritually during this experience? Try to capture the mystical sense of this experience in a poem or other creative expression.

INTERNET: http://www.genius.net/indolink/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Bloque de Busqueda	statistic	homicide	generation	incentive	
Dalian	ghats	Lord Shiva	Sadoo	impunity	illusions

```
******  **    **   *                                    Monday, May 20, 1996
*       * *  * *  *
*       *  * *  * *
*********    **    ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	The space shuttle ENDEAVOUR and its six crew members lift off for ten days, and several experiments, in space.	2:25	3:15
HEADLINES	ECUADOR'S PRESIDENTIAL ELECTIONS HEAD FOR RUN-OFF...ITALY HAS NEW PRIME MINISTER	:45	4:00
DEMOCRACY IN AMERICA DESK	The Information Superhighway has created the first U.S. presidential cyber-campaign.	2:20	6:20
COMMUNICATE	Internet picture nabs fugitive on FBI list.	:35	6:55
AMERICA ON WHEELS	(Part I) America's love affair with the car began 100 years ago and the honeymoon continues right up to the present day!	6:20	13:15
LOOK AHEAD	Tomorrow: AMERICA ON WHEELS talks to a Pennsylvania man who restores old cars.	:35	13:50
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:45	15:35
CHILE DOMESTIC	Chile is establishing programs which it hopes will help end domestic violence.	5:00	20:35
ON THIS DATE	In 1991, the Soviet Union relaxed travel restrictions on its citizens.	:30	21:05
ENDANGERED KIWI	New Zealand teenagers are involved in saving the endangered Kiwi bird.	3:05	24:10
EUROMYTHS	Its hard to separate fact from fiction in the European unification process.	4:35	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

Take your students on a live, interactive field trip without leaving the classroom! Call Turner Adventure Learning for all the latest information on upcoming events! 1-800-344-6219.

TOP STORY: SPACE SHUTTLE ENDEAVOUR LIFT-OFF

1. What is the stated purpose of this space shuttle mission? What "first time" launch will be made from the shuttle?
2. Have students list the items on the astronauts "to do" list. Lead a class discussion of shuttle "payloads" and the role they play in financing space tours. Then, in teams, have students search recent news sources and/or on-line to discover
   a. the purpose of each experiment and
   b. the sponsoring agency, nation or private business.
   Have teams share the information they uncovered, including the applications intended.

EXTENSION: Challenge students to search for information on the payloads carried in previous shuttles and the outcomes of any experiments. How valuable/profitable are they?

AMERICA ON WHEELS: PART I

3. Before viewing, list words the students identify with owning and/or having access to a car. After viewing, have students compare the words used in the video segment with the ones they had listed. Draw a line down the middle of the board, PRO on one side, CON on the other and have the class list features of car ownership under both headings.
4. As stated in the video, "We identify ourselves through the cars we buy." Have students search for and clip ads for cars from newspapers and magazines. Working in small groups, have students identify the "target market" for one of their ads and work up a demographic "profile" of a person who they believe would purchase that type of car.
5. What impact has the automobile industry had on American life? Group students and assign to each group 2 decades in auto production since 1896. Have each group do the following:
   a. Create a written and visual display of the status of the auto industry during that time period, including data on workers, industry conditions, manufacturers, auxiliary industries (tire, upholstering, electronics, etc.) and demographic information on auto buyers.
   b. Present its findings before the class, in decade order, noting the social and economic impact the auto industry had on those decades.

   Select highlights from each presentation and create a class timeline on the auto industry for display in a commons area.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

ENDEAVOUR payload Sparta spacelab Romano Prodi utopia Model T Duryea brothers Henry Ford infrastructure surburbanization

***** ** ** *
* * * * * *
* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: INTERNET POLITICS

1. BEFORE VIEWING: What is the World Wide Web? What is a "homepage"? Why might someone running for political office want his or her own web site?

2. AFTER VIEWING: How are candidates Bill Clinton and Bob Dole using the Internet to their political advantage? What does Republican "Cyber General" Jon Knisely mean when he says that his party has "already won the cyber-campaign"? How is the Republican National Committee using the web to make voters feel more connected with the campaign process?

3. It has been said that 1996 will be the year of the first presidential cyber-campaign. How has technology played an important role in previous presidential contests?
   a. Have students work in small groups to search their sources for advances in communications and transportation that have helped shaped presidential elections over the years. For example, groups will want to find out which candidates participated in the first televised debates and how its outcome influenced voters.
   b. Have groups present their findings to the class.
   c. Assist groups in combining their information into an illustrated "Technology and Politics" timeline. Post the timeline in the classroom.

EXTENSION: In class discussion, challenge students to predict the effects of campaigning on the 'net. Will it pay off for either Bill Clinton or Bob Dole? How might this strategy affect future elections? Discuss.

4. Distribute the RESOURCE (pg 4) to students to use as a "roadmap" for a political "trip" on the Information Superhighway. Assist students in becoming familiar with different political websites and discuss what each has to offer to the overall political process.

BEST COPY AVAILABLE

5. Focus students' attention on this statement from the video: "...only 7% of the population has access to the on-line world of the cyber-campaign." Then ask: If this statement were proven true, do you think that time and money spent on cyber-campaigning is a good or a bad investment? Have students write opinion essays in response to that question.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Internet World Wide Web homepage Democrats RNC website electorate position papers cyber-campaign "skeletons"

***** ** ** *
* * * * * *
* * * * * * DEMOCRACY IN AMERICA DESK:
******** ** ** STUDENT RESOURCE: CAMPAIGN '96 WEB SITES

Want to get into politics in Cyberspace? Below are some campaign-oriented web sites for you to explore.

CANDIDATE SITES:

Bill Clinton: http://www.whitehouse.gov (NOTE: Because taxpayer and campaign money and expenditures have to be kept separate, the White House site cannot function as an official campaign outlet).

Bob Dole: http://www.dole96.com

Pat Buchanan: http://www.buchanan.org

PARTY SITES:
Democratic National Committee: http://www.democrats.org
Republican National Committee: http://www.mc.org

OTHER POLITICAL RESOURCES:

Vote Smart Project: http://www.vote-smart.org
Many links to government and U.S. and state campaign Web sites, plus Vote Smart Project's own National Political Awareness Test of candidates' support for various issues

All Politics: http://allpolitics.com
Webzine from CNN and TIME Magazine

Decision 96: http://decision96.msn.com
Webzine from NBC news and the Microsoft Network on-line service

Commission on Presidential Debates:
http://wupa.wustl.edu/debate/Commission/html

PoliticsUSA: http://www.politicsusa.com
Webzine from the National Journal and the American Political Network

Campaign 96 Online: http://campaign.96.com
A guide to on-line politics

Point Politics: http://pointcom.com/politics
A guide to the guides, with links to many of the above

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Compiled from information provided by Turner Educational Services, Inc., and CNN, Feb. 19, 1996.

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

CHILE DOMESTIC: CHILE--SOCIAL PROBLEMS--DOMESTIC VIOLENCE

1. Describe the "culture" of domestic violence in Chile and the programs that have been implemented to help solve this problem. Find out what kinds of programs your community has created to address domestic violence. Study data about the incidence of

domestic violence in your community to determine whether or not local programs have been effective and why. If you were a consultant to the Chilean government, what advice would you offer, based on your research on local programs? Explain.

INTERNET: http://www.cybergrrl.com/dv.html
http://sunsite.dcc.uchile.cl/chile/servers.html

ON THIS DATE: SOVIET UNION--CIVIL RIGHTS

2. Note the restrictions that were removed in 1991 and research others affecting Soviet citizens prior to 1991. Characterize then compare that lifestyle with the current situation. What changes have occurred besides the elimination of travel restrictions? Do you think Russians celebrate the elimination of travel restrictions? Why/Why not?

INTERNET: http://www.neuro.sfc.keio.ac.jp/~saito/sfc/meshi/stpeter.html

ENDANGERED KIWI: NEW ZEALAND--ENDANGERED SPECIES; WILDLIFE CONSERVATION

3. Why is the Kiwi bird threatened with extinction? Under what auspices have the teenagers become involved in protecting the Kiwi? Explore the current condition of the Kiwi population and identify organizations that are involved in its preservation. In small work groups, search sources for similar programs that involve teens in species preservation. Create a class brochure that identifies the affected species and the program and provides contact information. Place copies in the media center.

INTERNET: http://www.akiko.lm.com/

EUROMYTHS: EUROPE--ECONOMIC POLICY--EUROPEAN UNION

4. What kinds of myths are circulating about the effects of the European Union? Gather information and list the costs/benefits of European Union. Looking at your list, what seems to be the important issues dividing the Europeans? Are these issues related to the creation and repetition of the myths in the video? How important are these myths in the union process?

INTERNET: http://europa.eu.int

----------WORLDVIEW: TODAY'S NEWS TERMS----------

taboo sanction mandated networking IGC European Union bureaucratic extinction predators Euro-skepticism tabloids

BEST COPY AVAILABLE

```
******  **   **   *                                    Tuesday, May 21, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	Months of negotiations with the UN have finally netted Iraq an oil for food deal.	4:00	4:50
HEADLINES	U.S. PRESIDENT CLINTON LOBBIES TO RENEW CHINA'S MOST-FAVORED-NATION STATUS	:30	5:20
INTERNAT'L DESK	Four years of UN sanctions have had only a so-so impact on Libya.	3:00	8:20
SPACE IS THE PLACE	ENDEAVOUR releases an inflatable transmitting antenna into space.	:35	8:55
AMERICA ON WHEELS	(Part II) Bill Smith has made a serious hobby of restoring old cars to their former glory.	4:45	13:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:30	15:10
PAKISTAN OVERVIEW	For 40 years Pakistan has traveled a rocky road toward modernity.	5:55	21:05
LATAM TRANSPORT	Latin America must improve its transport infrastructure to gain economic growth.	2:45	23:50
CZECH MANOR	One family has reclaimed its hereditary responsibilities in the Czech Republic.	2:45	26:35
PHILIPPINE LOVE	U.S. soldiers who were stationed in the Philippines left behind a bittersweet legacy.	3:15	29:50
CNN NEWSROOM WORLDVIEW CLOSE		:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by
Teachable Tech, Inc.

ANCHOR DESK

****
* Take your students on a live, interactive field trip without *
* leaving the classroom! Call Turner Adventure Learning for all *
* the latest information on upcoming events! 1-800-344-6219. *
****

TOP STORY: IRAQ OIL DEAL

1. Describe the terms of the agreement reached between the UN and Iraq. What were the primary difficulties negotiators had in drafting a mutually agreed upon memo?
2. Review with students the Persian Gulf War: its causes, major players, its aftermath and the terms under which the sanctions against Iraq could be lifted. In small groups, have students chart the impact these sanctions have had on Iraq's political, economic and social life and Iraq's response to them. Have groups share and discuss findings. Then ask students to predict whether or not Iraq will adhere to the terms of the agreement, based on its "track record" in its dealings with the UN.

INTERNATIONAL DESK: LIBYA SANCTIONS

3. Why did the UN impose sanctions on Libya 4 years ago? Why have these sanctions been limited in scope? In general, how have the

sanctions affected life in Libya? Do you think Libya's reaction would have been different if more nations had participated in the sanctions? Why/Why not?

4. Distribute the HANDOUT (pg 3) to groups of students. Have each group find at least one example of each "collective action" taken by the UN to preserve the peace and suppress aggression. Have groups fill in the chart on the HANDOUT and share their findings. Then challenge each student to write an essay offering his/her opinion of the effectiveness UN actions. Do they work? Do some work better than others? Explain.

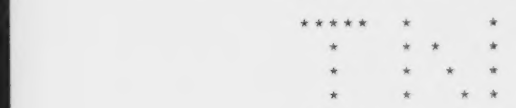
AMERICA ON WHEELS: PART II

5. Bill Smith was asked, "What does this car remind you of?" Have students ask family and friends across generations whether or not any car "reminds" them of anything and, if so, what. Turn the responses into a class art and writing project.

6. Have students work in groups to complete the HANDOUT (pg 4). Instruct them to research and describe the role of each individual in automotive history and share their information on completion. Have each group add one more person to the list and compile their efforts into a "Who's Who in Automotive History" resource for the school's media center.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

national sovereignty MFN Moammar Gadhafi Lockerbie, Scotland Pan Am Tripoli sanctions aerodynamics eclectic NASA



STUDENT HANDOUT:
DESK: UN ACTIONS

DIRECTIONS: One purpose of the United Nations is to "by collective action, remove threats to peace and suppress acts of aggression." Libya is not the only nation that has been the focus of UN action; others undertaken by the UN are listed below. Find at least one example for each action. Indicate when it took place, what nation(s) was/were involved and summarize it briefly.

On completion, write a short paper offering your opinion on the effectiveness of UN actions. Based on your research, do some or all of these actions work? In your view, do some work "better" than others?

COLLECTIVE ACTION	WHEN?	NATION(S) INVOLVED	SUMMARY OF COLLECTIVE ACTION
Military Action			
Economic Sanction			
Dispatching Political Observers			
Expulsion from UN			

```
*****  **    **    *
*      * *  * *  * *
*      *  * *  * *
********    **    ** STUDENT HANDOUT:  WHO'S WHO IN
                                       AUTOMOTIVE HISTORY
```

DIRECTIONS: Use resources to find out how each of the individuals below have played a role in automotive history. Write a brief description in your own words of each one's contribution.

CHARLES and J. FRANK DURYEA:

HENRY FORD:

WILLIAM CRAPO "BILLY" DURANT:

EIJI TOYODA:

WALTER REUTHER:

DOUGLAS FRASER:

HENRY FORD II:

LEE IACOCCA:

HARLEY EARL:

TOM GALE:

RALPH NADER:

JOHN DELOREAN:

Share your information with the class. Then add another person (e.g., someone in the field of safety engineering, sales, racing, etc.) to your list and summarize his/her contribution. As a class, create a "WHO'S WHO IN AUTOMOTIVE HISTORY" resource in booklet form, or on audio- or videotape and present it to your media center.

```
*****  **    **    *
*      * *  * *  * *
*      *  * *  * *
********    **    ** NEWSROOM WORLDVIEW
```

PAKISTAN OVERVIEW: PAKISTAN--POLITICS PAKISTAN--HISTORY

1. Why are Pakistanis criticizing the government? What factions are wrestling for political power? Research Pakistan's history and list chronologically the groups in and out of political power since 1947. How would you characterize the political system up to the time of Gen. Zia's death in 1987? What are the political differences between Bhutto's Peoples Party, those who support Zia's military legacy and the Islamic fundamentalists of the Democratic Alliance? To whom does each group appeal? What other factors appear to increase factionalism? How will the new party created by Imran Khan affect the situation?

INTERNET: http://www.brad.ac.uk/%7Ekarif/pakistani.html
http://ccwf.cc.utexas.edu/~khalid/pakistan.html

LATAM TRANSPORT: LATIN AMERICA--TRANSPORTATION

2. In what ways is transportation limited in Latin America? What improvements need to be made in order to allow effective economic growth? Evaluate South American transportation systems by making a map study of existing roads and railroads.
   a. Using a regular road map of South America from an automobile association, highlight the major improved (paved) roads and the railroads.
   b. Use other colors to highlight the location of mineral resources and all of the major population areas. What do the unhighlighted areas represent?

   Study the map carefully and draw conclusions about the adequacy of South America's transportation systems.
   a. How have such major natural barriers as the Andes Mountains and the Amazon Basin influenced the development of roads and railroads?

b. How can South American countries improve their transportation systems? What will it cost? Considering their GNPs, will such systems be built in the near future? Explain.

INTERNET: http://www.rpi.edu/dept/union/alianza/public_html/latino.html

CZECH MANOR: CZECH REPUBLIC--ECONOMIC CONDITIONS

3. Why did the Lobkowicz family decide to regain their family's estates in the Czech Republic? What "burdens" came with the property? Gather information about the current situation in the Czech Republic then state whether or not you would have reclaimed these estates and why.

INTERNET: http://www.ios.com/%7Ejirim/czech2.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

maturity	modernity	contested	martial law	consensus
domestic	partnerships	confiscated	plundered	nobility

```
******  **   **   *                                  Wednesday, May 22, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Welfare reform promises to be a "hot-button" issue in the U.S. presidential campaign.	3:40	4:40
HEADLINES	U.S. AND FRANCE RESCUE THEIR CITIZENS FROM CENTRAL AFRICAN REPUBLIC...SUCCESS FOR ENDEAVOUR...INTEREST RATES UNCHANGED...	1:00	5:40
BUSINESS DESK	Cities and counties across the U.S. search out money for...new sports arenas.	2:45	8:25
POP QUIZ!	How long does it take to remove the engine from a Volkswagen Beetle?	:35	9:00
AMERICA ON WHEELS	(Part III) The Volkswagen, the car for "the masses," is the best selling car of all time.	5:05	14:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:30
CHINA DEMO	Painful economic reforms in China have triggered demonstrations in Beijing.	3:00	18:30
EGYPT MOSQUES	Egypt is cracking down on the training centers for Islamic extremists.	3:00	21:30
MEXICO	Mexico and the U.S. argue over drugs.	2:35	24:05
NBA	Basketball is an international business.	2:10	26:15
CHILE	Chilean rodeos use finesse, not force.	2:45	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

****
* Forget the hassles of permission slips and bus schedules! Each *
* Turner Adventure Learning electronic field trip takes your class *
* on an exciting journey without leaving the classroom! For *
* information on upcoming events, call 1-800-344-6219. *
****

TOP STORY: WELFARE REFORM

1. What is "welfare" and what forms does it take in the U.S.? Lead a class discussion of students' perceptions of welfare recipients. What images inform students' perceptions and where are these images most prevalent?
2. Group students to search for accurate statistics on welfare recipients. As a class, create a "profile" of the typical recipient. How does this profile compare with students' earlier perceptions?
3. In what way(s) has welfare reform been a campaign issue, past and current? Review the suggested reforms to the welfare system and how welfare reform waivers work. As stated in the video segment, "...granting 60 waivers to 38 states has made a difference." Divide the class into groups.

a. Assign to each group several states that have been granted waivers.
b. Have groups search for information in the "difference" waivers have made on their assigned states and
   i. compare the information about its states, analyzing it for patterns; then,
   ii. create a graphic display, with statistical data, to share in class.

What patterns seem to exist among all the states? What new issues and concerns for the states have risen from successful waiver programs? Brainstorm possible solutions to these concerns and, as a class, include these suggestions in a letter to students' Congressional representatives.

AMERICA ON WHEELS (PART III)

4. What was Ferdinand Porsche's intent in building the Volkswagen? What was its greatest selling point? What other features, some mentioned in the video segment, contributed to the Volkswagen's success and popularity?
5. What impact did the Volkswagen Beetle have on Detroit's auto industry? Challenge groups to find out the names of cars Detroit has produced in response to the Beetle's popularity. Have students bring in photos, or make sketches, of these cars and use these in a car production timeline.

EXTENSION: What other cars sparked innovations in the auto industry?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

entitlement Bangui Federal Reserve Volkswagen Ferdinand Porsche

DESK: ARENA WARS

1. BEFORE VIEWING ask: In what ways could adding businesses to your community improve services such as schools, libraries and/or police work? What kind of businesses would be most helpful? Why? With this in mind, list some businesses you'd like to see come to town, e.g., food processing plant, catering service, computer programming shop, etc.
2. AFTER VIEWING discuss: Did you list a professional sport team among the businesses you'd like to see come to town? Why/Why not? How do some of the people speaking in the CNN report think a professional sports team could affect their community? Why? Do they consider it to be worth the monetary outlay needed to attract such a business? Explain. Would you be FOR or AGAINST such a government decision? Give your reasons.
3. Does your community host a professional sports team? Why/Why not? Would that be a good thing? Why/Why not?
   a. Divide students into groups to survey the following to discover their opinions, pro AND con: classmates; neighbors and friends; local political officials and business owners; coaches and school leaders; and, radio, TV and newspaper sports reporters.
   b. Have small groups meet together to compile their lists on the HANDOUT (pg 4).
   c. Guide student teams to follow the DIRECTIONS to evaluate the reasons on each side of the "Ben Franklin Close."
   d. Discuss lists and ratings in class and invite students to write letters to the local newspaper or to political officials explaining their activity and expressing their opinions on the issue.
4. Tell student teams they have been chosen to design the logo and a sales pitch for a professional sports team for their city or county. Each team will choose the sport they think would most suit their community. Then they will work together to design an enticing ad for one of 3 media: radio, TV or newspaper. They are seeking to convince the local community to pass a bond issue to build a stadium needed to attract and hold such a team. They can use a variety of "incentives," from local pride to economic advantages.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

obsolete incompetence philanthropy referendum revitalizing

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: A BEN FRANKLIN CLOSE

DIRECTIONS: Interview neighbors and friends, local radio and TV sports announcers, and local coaches and political officials to compile a list of the pros AND cons of professional sports residence in your city or county on the chart below. Then evaluate each reason as VERY STRONG (5) to VERY WEAK (1). Work with classmates to total the ratings for each column. Use the results to write a brief letter to county or city officials sharing your analysis and opinions on such a move.

REASONS TO ATTRACT A PROFESSIONAL SPORTS TEAM	REASONS NOT TO ATTRACT A PROFESSIONAL SPORTS TEAM
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
1-------2-------3-------4-------5 _____	1-------2-------3-------4-------5 _____
TOTAL_____	TOTAL_____

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

CHINA DEMO: CHINA--ECONOMIC CONDITIONS; CHINA--ECONOMIC POLICY

1. How has the government's policy forced some people to engage in entrepreneurial activities? Why do Wang and others believe the police have confiscated their business property? Gather data about the economic changes that have been occurring in China, including foreign investment, market reforms and reform of state-run industries. Develop a display that incorporates these changes, and standard of living and other socioeconomic data. How would you characterize what is happening in China? Have the values underlying government economic policy changed? Will the Beijing government be able to revolutionize the economy without changing the political and social system? To what extent does

it appear that the government is interested in helping those negatively affected by economic change?

INTERNET: http://china-window.com/window_old.html

EGYPT MOSQUES: EGYPT--POLITICS; ISLAM--FUNDAMENTALISM

2. Why did the government decide to take control of privately-owned mosques? Identify the most prominent groups contending with Mubarak's supporters for influence, even political control in Egypt. Graphically display each of these organizations and their typical supporters. Use labels to describe their goals and beliefs; use arrows to illustrate the relationships among these groups. Who are Mubarak's supporters and why is he confident enough to move against the private mosques? Why have the fundamentalists been unable to form a united front against him? Describe and discuss the issues underlying the political struggle in Egypt.

INTERNET: http://apps1.channel1.com/users/mansoorm/eir.html

NBA WORLDWIDE: SPORTS--BASKETBALL--MARKETING

3. To what extent is NBA basketball already an international marketing success? Gather data about the markets, sales and profits in the international arena for sports such as soccer, cricket and tennis. Plot the data for the past 5 years and study the trends. Does the international market have room for more sports? How lucrative are these businesses? How important is it to have a national/local team to support in international sports? Explain. In this market, would basketball be as profitable as are other international sports?

INTERNET: http://bin.gnn.com/gnn/wic/wics/sports.basketball.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

ransacked vested interests corruption interpretation
Islamic extremism intellectuals indoctrination laundering

```
******  **   **   *                          Thursday, May 23, 1996
*      * *  * *  *
*      *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Officials worry that the risk of water contamination is rising in the U.S.	2:55	3:55
HEADLINES	NEW FIGHTING ERUPTS IN CENTRAL AFRICAN REPUBLIC...ENDEAVOUR CREW RELEASES 2ND SATELLITE...MINIMUM WAGE WAR	1:00	4:55
SCIENCE DESK	A world-class athlete hopes that an alternative medical practice may be his springboard to the Olympics.	2:55	7:50
DEFINITION	...of "cruise"...	:35	8:25
AMERICA ON WHEELS	(PART IV) "Cruising" has been a part of American culture since the birth of the automobile.	5:20	13:45
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:55	15:40
INDIA PAKISTAN	Mutual hostility has plagued India-Pakistan relations for 50 years.	4:25	20:05
SOFTWARE PARIS	French software makers are creating kid-friendly software.	3:20	23:25
IMPERIAL TREASURE	Treasures from ancient China were offered for sale at a recent auction.	5:05	28:30
NASTY PANDAS	Pandas are picky eaters and are not nearly as cuddly as they look.	:50	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*    TEACHERS:  In observance of Memorial Day in the U.S., there         *
*  will be no CNN NEWSROOM and no NEWSROOM DAILY GUIDE on Monday,        *
*    May 27.  Both the program and guide will return on Tuesday,         *
*          May 28, and continue throughout the summer.                   *
**************************************************************************
```

TOP STORY: DIRTY WATER

1. What factors are responsible for unsafe drinking water in many parts of the United States? Why can microbiologists no longer rely on current methods of testing water to detect problems?
2. Describe the symptoms one might experience after ingesting contaminated water. Why is this sickness often misdiagnosed? How do you think public health officials were able to associate with dirty water the illnesses experienced by thousands of Milwaukee residents?
3. Divide students into groups. Have each group consult local authorities to learn the source of your community's drinking water, where it is purified and the methods used to purify it.

Invite a member of your local water board or water regulation agency to address the class on potential dangers to the local system (e.g., pollution, crumbling pipes) and what scientific and legislative measures are under consideration to address these dangers.

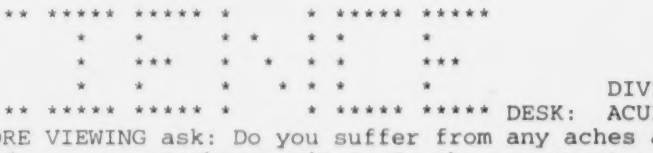
EXTENSION: Have each student write a letter to the editor of the local newspaper -OR- a letter to an elected official endorsing funding and legislative support for one of these measures. Have students edit each others' letters and send them to the newspaper or government official.

AMERICA ON WHEELS (PART IV)

4. Explain how "cruising" is a part of American culture. Describe some of the memories former "cruisers" have of their experience. Does "cruising" ever cause problems? Explain. Is it a practice that is tolerated in your locale? Do you think it should be? Why/Why not?
5. The automobile is an important part of American culture. Have students brainstorm then list examples that illustrate the status of the car in American culture. Write the list on the board. Suggest to students that they consider, for example, songs about cars, automotive sports, the car business, etc. Divide the class into small groups. Have each group choose one of these examples and create a skit, song or other artistic expression of that aspect of "automotive culture." Have groups present their creations to the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Milwaukee bacteria EPA sanitary microbiology
filtration cruise AMERICAN GRAFFITI youth culture curfew



1. BEFORE VIEWING ask: Do you suffer from any aches and pains? How do you treat these pains? Is the treatment effective? Do you know anyone who suffers from chronic pain? How is that treated and is the treatment effective? Are there any resulting side effects? Explain.

2. AFTER VIEWING: Compare/contrast the treatment Dr. Patsy Dreyer prescribed to Kent Ferguson and the treatments discussed BEFORE VIEWING. Which one(s) is/are considered unconventional in the U.S.? Why? Are they commonplace elsewhere? Explain?

3. Encourage students to make a list of questions they have about acupuncture, chiropractic medicine and other methods of pain treatment. Arrange for student access to research materials concerning acupuncture, chiropractic and other types of pain treatment. Distribute the HANDOUT (pg 4) and instruct students to follow the directions to complete the chart.

4. Arrange for a chiropractor, acupuncturist, osteopath and/or MD to visit the classroom and discuss how they treat chronic pain. Share the information from the video with the guest speaker(s) and invite comment. Referring to their lists, have students ask questions of the guest(s) then use the information to help complete the HANDOUT. If they cannot come to class, ask professionals from each category to respond to questions and comments.

5. Divide the class into groups and assign to each a specific method of pain treatment. Arrange for student access to art supplies, video cameras, computers and productivity software, and/or other media. Challenge them to use accumulated data in developing a multimedia presentation that explores their method of pain treatment and includes the following: a) history of the treatment; b) current usage in the U.S. and worldwide; c) effectiveness on different kinds of pain; d) potential side-

effects; and, e) cost. Have groups present their findings to the PTSA or other classes.

EXTENSION: Have students research to discover how effectiveness is measured. Instruct them to design scientifically valid, double blind studies to test the claims of effectiveness. Send the experimental designs to appropriate health care professionals.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

chronic pain	side effects	chiropractic	acupuncture
herniated disk	inflammation	muscle spasms	posture

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: TREATING THE PAIN

DIRECTIONS: Diving into the water, sprinting around the track, even walking to the stadium can cause muscle soreness, inflammation and back pain. The onset and severity of musculo-skeletal pain varies with age, activity level, posture and conditioning; treatment varies in effectiveness, cost and safety. Use information from the video, media center and health care professionals to complete the chart below. You will use this information to complete your assignment.

TREATMENT	WHEN/WHERE DEVELOPED	CURRENT USAGE	EFFECTIVENESS	POTENTIAL SIDE EFFECTS	COST
ACUPUNCTURE					
CHIROPRACTIC					
CHEMOTHERAPY					
OSTEOPATHY					
MEDITATION					
SURGERY					
MASSAGE					
ELECTROTHERAPY					
OTHER					

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

INDIA-PAKISTAN: PAKISTAN--INDIA--FOREIGN RELATIONS

1. Characterize the relationship between India and Pakistan. How has the acquisition of nuclear weapons complicated the relationship even further? Research the relationship between India and

Pakistan since independence. List the major foreign policy or defense-related moves made by either side toward the other. Indicate which moves were positive or negative. Study the data for patterns. What forms do the negative moves take? Is each country reacting to the other's moves in a cyclical fashion or does one country appear more hostile than the other? Can either side be said to have a conciliatory attitude? What seems to be the underlying issues that have been the focus of this hostile relationship? Suggest actions both sides could take to begin normalizing this relationship. What would you predict for this relationship 10 years from now? Explain.

INTERNET: http://www.tajmahal.com/india/india2.html

SOFTWARE PARIS: FRANCE--ECONOMIC DEVELOPMENT; COMPUTER SOFTWARE INDUSTRY

2. How did the French software business start? What makes their software unique? Find out how these companies fit into the world software market. Identify the world's most successful software producers, their annual sales and their country of location. Which countries are the major software producers? Are either Delphine or Coktel Vision mentioned among this group? What percent of sales are for games? What advantage might a large, global software firm have in marketing its products? Do small producers like the French firms have any marketing advantages? Explain. If you were an investment broker, in which type of company would you suggest that your customers invest? What arguments would you use to support your advice?

INTERNET: http://www.vmedia.com/colin/notindx.htm

IMPERIAL TREASURE: CHINA--HISTORY; CHINA--ANTIQUITIES

3. What particular types of Chinese antiquities were sold at the auction? What can you learn about life in imperial China from studying these artifacts? Create a display of information about the Chinese Emperor Chianlong's reign. Do the artifacts reflect the ideals and values of the period? Why would an Emperor want to have such ornate furnishings? Do modern political leaders have any comparable symbols of position or power? Explain.

INTERNET: http://china-window.com/window_old.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

feuding territorial integrity intransigent reputation
embryonic interactivity flamboyant ergonometry dynasty

BEST COPY AVAILABLE

```
******  **   **   *                                  Friday, May 24, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	U.S. authorities bust a Chinese gun smuggling operation.	3:10	4:00
HEADLINES	CALM RESTORED IN CENTRAL AFRICAN REPUBLIC ...YELTSIN TO MEET CHECHEN REBELS...	:45	4:45
EDITOR'S DESK	CNN NEWSROOM reviews some of this week's top stories: The Iraq oil deal; welfare reform; and, dirty drinking water.	3:05	7:50
LOOK AHEAD	Here are some features you can expect to see on NEWSROOM this summer and fall...	1:00	8:50
AMERICA ON WHEELS	(PART V) Electric cars are on their way to a showroom near you.	5:20	14:10
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	16:00
CHILD LABOR	In many developing nations children go to work rather than to school.	5:55	21:55
CHINA FILM	China is trying to prevent the showing of a film about Tienamen Square.	2:45	24:40
OLYMPIC ART	The Olympic Games attract artists as well as athletes.	1:20	26:00
BRIT PIGEON	The "Nature's Way" Company uses natural predators to control pests like pigeons.	2:50	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*    TEACHERS:  In observance of Memorial Day in the U.S., there         *
*  will be no CNN NEWSROOM and no NEWSROOM DAILY GUIDE on Monday,        *
*    May 27.  Both the program and guide will return on Tuesday,         *
*          May 28, and continue throughout the summer.                   *
**************************************************************************
```

TOP STORY: U.S. BREAKS UP CHINESE GUN SMUGGLING OPERATION

1. Check with the Government teacher in your school to discover the meaning of "most favored nation trade status." Why would a nation, such as China, want that status with the U.S.? Why would gun smuggling be such a serious offense that some members of the U.S. Congress would seek to revoke this status with China? Do you agree or disagree with Congress? Explain.
2. In your opinion, who should be responsible for plugging the gun smuggling hole used by a Chinese company: The U.S. government or the Chinese government? Explain. Write and deliver a short speech for CNN in which U.S. officials subtly let China know they must take stronger action to stop the smuggling if they wish to keep their "most favored nation" trade status.

EDITOR'S DESK/NEWSQUIZ

3. This week's NEWSQUIZ (pg 4) is the "End of the School Year" Quiz. The people, places and terms on the NEWSQUIZ have all been covered since September 1995 on CNN NEWSROOM. Teachers: Use any quiz format to have students accurately identify all or some of the entries and their news connections.

AMERICA ON WHEELS (PART V)

4. Discuss some of the potential benefits and drawbacks of the electric car. What changes or features might make the electric car more appealing to consumers? What would have to happen in order for the electric car to become more affordable? How would widespread use of electric cars affect other industries that have grown up around the gas-powered car?

MEDIA LITERACY: ATTRACTING A BUYER

5. Ask students to discuss the maxim, "You are what you drive." Do they agree or disagree? Would they agree that Madison Avenue advertisers base many of the ads they create on this assumption? Why/Why not?
   a. Distribute the HANDOUT (pg 3) and discuss the types of ads described there.
   b. Give students a chance to search media to find effective ads for each category.
   c. Guide them in a class discussion on "tricks of the trade" of automobile advertising using questions on the HANDOUT.
   d. Then, give them a class period to work in small groups to complete the ACTIVITY at the bottom of the sheet.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

defraud AK-47 Operation Dragon Fire Tour de Sol sticker shock

***** ** ** *
* * * * * *
* * * * * *
******** ** **

MEDIA LITERACY

STUDENT HANDOUT: ATTRACTING A BUYER

DIRECTIONS: According to the CNN series on cars, "You are what you drive." Madison Ave., apparently agreeing with this maxim, creates very specific images for cars in their ads. Search TV, radio and print media to find effective examples of automobile ads for each of ad type described below. Then answer the questions that follow.

1. A "warm and fuzzy" advertisement, emphasizing safety features, comfort, space, family and durability, etc.

2. A comparison ad, emphasizing the negatives of rival automobiles.

3. A funny ad, emphasizing an owner's fun-loving, "laid back" qualities. Humorous ads are meant to appeal to someone who doesn't want to believe that he/she takes his/her car too seriously.

4. An ad that appeals to the young and "cool," emphasizing sleek design, the potential for speed, fancy extras like a sunroof or a dash designed to look like a race car.

5. An ad that appeals to a small pocketbook, emphasizing affordability, low gas mileage, easy or inexpensive maintenance records, etc.

6. An ad that appeals to the wealthy, middle-aged businessman or woman, emphasizing luxury features, dependability, and image.

QUESTIONS:

1. For each ad, what were the major messages and what made the ad effective?
2. Which of the ads were memorable? Why?
3. Did any of the ads contain "substantive" information? That is, besides an appeal to image, did you learn anything important about the car's handling, design, etc.?
4. What are the limitations of each kind of media for this kind of advertising? Explain. Does one media seem better suited to advertising cars than another? Explain.

ACTIVITY:

After viewing the final segment in the series, work with a small group to design and advertise an electric car. Choose the image of the market you hope to attract, design the car to suit the image then design an ad for the media you believe is most effective. Share these in a class display on advertising.

END-OF-SCHOOL YEAR QUIZ

DIRECTIONS to the TEACHER: The following names, places and terms were covered throughout the school year on CNN NEWSROOM. You can use these for a variety of "quiz" games. You may want to copy and distribute this list and have student groups identify as many of these as possible within an allotted time frame. Or, you may choose to call out one at a time and see which student team can correctly identify its news connection first.

PEOPLE	PLACES	TERMS
Shimon Peres	Bosnia	nicotine
Unabomber	Chechnya	GALILEO
Boutros-Boutros Ghali	The Citadel	Cali cartel
Ernesto Samper	Atlanta, GA	term limits
Mickey Mantle	West Bank and Gaza	flat tax
O.J. Simpson	Northern Ireland	continuing resolution
Radovan Karadzic	the Hague	PLO
Colin Powell	Quebec	ethnic cleansing
Yitzhak Rabin	Dayton, OH	United Nations
Boris Yeltsin	Cyberspace	autonomy
Louis Farrakhan	Paris, France	balanced budget
John Paul II	Cuba	abortion
Steve Forbes	New York, NY	Hurricane Opal
Kweisi Mfume	New Hampshire	European Union
Bob Packwood	Beijing	caucus
Gerry Adams	Balkans	"mad cow" disease
Ron Brown	Baghdad	urban terrorism
Pat Buchanan	Whitewater	olestra
Donald Dugan	Pacific Rim	MFN
Yasser Arafat	Iowa	ENIAC
Phil Gramm	Colombo, Sri Lanka	incumbency
Rene Preval	Mostar	line item veto
Dan Rostenkowski	Liberia	land mines
Hillary Rodham Clinton	DMZ	"winner take all"
Barbara Jordan	The Grand Canyon	Super Tuesday
Bob Dole	Taiwan	Hezbollah
Warren Christopher	24th Parallel	gender gap
Atal Bihari Vajpayee	Sharm el-Sheikh	agenda
Dusan Tadic	Russell, Kansas	war crimes trial
Gabrielle Kirk McDonald	Northeastern U.S.	Ebola
Moammar Gadhafi	Montana, U.S.	welfare reform

** NEWSROOM WORLDVIEW

DEVELOPING NATIONS: CHILD LABOR: LABOR--CHILDREN

1. Why do children in developing countries work rather than go to school? Why is there a growing concern that some businesses are putting profits ahead of the children's welfare? Research the condition of children in India or Bangladesh, such as their part of the larger population, housing, percent attending elementary school, educational and training opportunities available, their standard of living, and average number of children in a family. Use your data to develop a montage showing how a "typical" child lives in that country. What does your finished product say about a child's life there? What are the best and worst aspects of his or her life? If the child did not have to work, what is the

likelihood that he/she would to go to school? What truly needs to be done to improve the lot of children in this part of the world? In your opinion, is the lack of government resources tied to the children's plight? Explain.
INTERNET: http://www.dnai.com/~children/links.html

CHINA FILM: MOTION PICTURES--DOCUMENTARY FILMS
2. What has China's government done to prevent the showing of the film about Tienamen Square? Describe the effects of their efforts. Evaluate the power of film and videotape to affect social or political change. Develop a montage that relates video and film to changes in public opinion and, finally, to changes in policy or behavior. NOTE: Do not include video that was made after the change had occurred! Overall, how effective is film and video as agents of social change? Is this medium becoming increasingly popular? Why do you think China is opposed to the showing of the film in question? Will its showing change life in China?
INTERNET: http://www.eecs.ukans.edu/~btwang/China/China.html#PRChina

OLYMPIC ART: OLYMPIC GAMES--ARTISTS
3. What is the purpose of the "Cultural Olympiad"? What kinds of art are produced? In a picture, sculpture, montage, poem or other artistic medium, use symbols along with other elements to express something you feel is meaningful about the Olympic experience. Share your ideas with others, perhaps in your own "Cultural Olympiad." Why is it important to think about the significance of events like the Olympics? How does art help?
INTERNET: http://www.atlanta.olympic.org/cultural/cultural.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

servitude	bonded labor	exploitation	resurrect	documentary
suppressing	official line	distorts	collaborate	solidarity

```
******  **   **   *                                    Tuesday, May 28, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The Russians and Chechens have signed an agreement to end their two-year war.	3:45	4:45
HEADLINES	PEACE TALKS IN CENTRAL AFRICAN REPUBLIC... ISRAELI ELECTIONS TOMORROW...ALBANIAN ELECTIONS MAY NOT HAVE BEEN FAIR...	1:00	5:45
INTERNAT'L DESK	The people of India are experiencing the ups and downs of a free market economy.	3:10	8:55
F.Y.I.	The Old Order Amish forbid the use of radios, computers, televisions, etc.	:35	9:30
PLAIN PEOPLE	(Part I) The Amish are part of a larger group known as the "Plain People," who live without the conveniences and trappings of modern life.	5:25	14:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	16:50
BOSNIA MASSACRE	Bosnian Muslims visit Ahmici, the site of some of the worst war atrocities.	2:25	19:15
CUBA TAXES	Market reforms in Cuba have led to a new system of taxes and to public criticism.	3:40	22:55
OLYMPIC TRAFFIC	Atlanta, GA, has installed a new, state of the art, traffic control system.	2:20	25:15
MT EVEREST	Workers want to clean up the mountain.	:40	25:55
SINGAPORE	Singer Tina Turner does concerts in Asia.	3:20	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
* The school year never ends for CNN NEWSROOM and the DAILY GUIDE!       *
*   Both the program and guide continue throughout the summer!           *
*  They make great curriculum resources for your summer classes!         *
**************************************************************************
```

TOP STORY: CHECHNYA DEAL

1. How has Russian President Boris Yeltsin responded to the demands of the Chechen rebels up to this point? How is he responding now? Why do many believe Mr. Yeltsin's latest action is politically motivated?
2. Explain why some observers believe this truce will not end the war between Chechnya and Russia. What "tough question" did the cease-fire fail to address? Why do you think this issue was avoided in the agreement?
3. Replay the TOP STORY, directing students to note Russian opinions on the Chechnya issue. Then have students work in small groups to research additional information on the Russian people's opinions on the Chechnya question. Why has the issue become a political liability for Boris Yeltsin? Have groups

share their findings. Challenge each group to weigh the pros and cons and decide: Should Yeltsin make the long-promised trip to Chechnya? What are the political benefits and costs either way? Have groups present and discuss their views.

INTERNATIONAL DESK: INDIA'S ECONOMIC REFORMS

4. Describe India's economic changes. What political and economic factors have been catalysts for change?
5. Divide the class into groups. Distribute the HANDOUT (pg 3) and ask student groups to find information on India's economy. Once the groups have collected the information and discussed questions 1-5, ask them to create an index ranking the economic factors that have the greatest impact on a country's quality of life.

CHALLENGE: Have students find economic information on other countries and chart the data to compare India with these countries.

6. Working in small groups, have students research the natural and human resources found in India and share their findings. Then have each group use that information to create a presentation promoting India as a site for a selected multinational corporation's investment.

PLAIN PEOPLE: PART I

7. Distribute and review the RESOURCE (pg 4) and have students refer to it throughout their viewing of this week's series on the Amish people. Assist students in searching out additional information using the Internet addresses given. Have students combine all their resources into a classroom reference file for use throughout and after the series.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Boris Yeltsin Dzhokhar Dudayev Grozny Zelimkhan Yandarbiyev free market bureaucracy protectionism Anabaptists sects Amish

STUDENT HANDOUT:

***** DESK: INDIA ECONOMIC GROWTH

DIRECTIONS: Find the following information on India's economy and fill in the chart below. If you have difficulty finding a particular statistic, move onto the next category.

Gross Domestic Product (GDP)

Literacy Rate

Division of labor: %industry vs. % agricultural

Infant Mortality Rate (IMR)

Total Exports

Total Imports

Life Expectancy

Rate of Inflation

Unemployment Rate

---

1. What are India's most important economic assets?

2. Do these leading economic indicators reveal any weaknesses in India's economy? Explain.

3. According to the news story, some critics of economic reform "assert that economic growth is occurring at the expense of India's poor." Does the information gathered by your group support this claim? Explain.

4. As a group, create a definition of the term "Quality of Life." Which of the economic indicators above seem to have the greatest effect on India's quality of life? Why?

5. The ratio of cars to people in India is approximately 1:200; in the U.S. the ratio is 1:10 (The State of the Earth Atlas, Simon & Schuster, 1990). What might this statistic reveal about the quality of life?

6. Rank the economic indicators above in terms of their impact on quality of life. Assign a 1 to the factor that has the greatest effect on a country's overall quality of life. Be prepared to explain the reasons behind your ranking.

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT RESOURCE: "THE PLAIN PEOPLE"

The Amish, named for a Swiss Mennonite bishop, Jakob Amman, migrated to the United States in the 1800s to escape religious persecution in Europe. They came from the lower Rhine provinces, Bavaria and Saxony and settled in southeastern Pennsylvania. Their descendants were called Pennsylvania Dutch, a corruption of the word Deutsch (German). Through the years, the Amish moved into Ohio, other midwestern states and into Canada. There are about 50,000 Amish in North America today.

Religion is central to Amish life. The Ausband, first printed in 1564, is the oldest Protestant hymnal still used today. Religious services are held in homes; religious discipline is enforced by shunning (avoidance by the faithful of an excommunicated member); and, religious practice forbids participation in civil affairs and military service. Marriage with those outside the religion is condemned.

The Amish live a rural life and avoid many modern practices. Conservative Amish farmers work the field with horses or mules; their red barns are often marked with a "hex" sign. Tractors and automobiles are not allowed and the Amish do not use radios, television and telephones. Electricity is also forbidden, although farms usually use a gasoline generator as a source of power for sawing wood and running milking and washing machines. The most conservative sect, Old Order Amish, dress in solid-colored homespun cloth and use "hooks and eyes" instead of buttons. Less conservative groups, the Conservative Mennonite Conference and the Beachy Amish Mennonite Churches, are more worldly in their interactions with others.

There are many conflicting values and traditions between the Amish and the larger society in which they live. The greatest resistance has been to compulsory education requirements. The Amish want to insure that their children have the proper attitudes to continue to fulfill the traditions of their sect. In Wisconsin v. Yoder (1972), an Amish family agreed to let their children attend public school through the 8th grade. They refused to send their children to high school, saying attendance would make them unable to carry out Amish tradition. The U.S. Supreme Court agreed, stating that Amish religious practices were protected under the Constitution and the state must yield to religious freedom.

----------CNN NEWSROOM: RELIABLE ONLINE RESOURCES----------
INTERNET: http://www.usfca.edu/usf/hollja01/my_amish.html
http://padutch.welcom/com/index.html

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

BOSNIA MASSACRE: BOSNIA--ATROCITIES

1. What is the special significance of the killings that took place in Ahmici? How has the situation changed between Bosnians and Croats? Compare the historical and cultural characteristics of the Bosnia Muslims and Croats. Look closely for significant similarities and differences. How would you characterize their

BEST COPY AVAILABLE

historical relationship? If Bosnian defense against the Serbs depends on an alliance with the Croats, how reliable will that defensive union be, based on your research?
INTERNET: http://www.vmedia.com/colin/notindx.htm

CUBA TAXES: CUBA--ECONOMIC CONDITIONS; CUBA--TAXATION
2. What market reforms are taking place in Cuba? Why has the government imposed taxes on the profits from these enterprises? Gather statistical data about the Cuban economy over the past few years. Graph your data and draw conclusions about the trends you discover. According to the video, why has the Cuban government begun to allow private businesses? How might taxes both materially help and philosophically hurt Castro's "communist" system? In your opinion, is the Cuban economy in a condition similar to that of the USSR shortly before its collapse? Explain. In the long run, are the taxes a help?
INTERNET: http://sunsite.unc.edu/mao/cuba/links.html

OLYMPIC TRAFFIC: ATLANTA, GA--OLYMPIC GAMES; ATLANTA, GA--TRANSPORTATION
3. What types of transportation problems are anticipated in Atlanta during the Olympics and what measures are Olympic organizers taking to manage them? Gather information on the latest technological advances in mass transportation and traffic control. Which innovations have been implemented in Atlanta? What systems might have improved the situation but have not been implemented there? Save your information to compare it with actual traffic conditions during the Games.
INTERNET: http://www.gatech.edu/3020.new/olymtf/Olympics.html

SINGAPORE: SINGAPORE--ENTERTAINMENT--SINGERS; SOCIAL LIFE & CUSTOMS
4. Why might conservative Singapore and the niece of the Sultan of Brunei both enjoy a Tina Turner concert? Review the market for her albums and concerts. Who are her typical fans? Why do some performers have such universal appeal while others do not?
INTERNET: http://sunsite.nus.sg/SEAlinks/singapore-info.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

pilgrimage Ahmici atrocities reconciliation liberalize diversification redistribution congestion ironic persona

```
******  **   **   *                          Wednesday, May 29, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Whitewater defendants are found guilty on 24 of the 30 counts against them.	4:00	5:00
HEADLINES	INDIA GETS NEW PRIME MINISTER--AGAIN... ISRAELI ELECTIONS HAVE IMPACT ON PEACE...	:45	5:45
PROFILES IN COURAGE	The John F. Kennedy Profiles in Courage Award honors a Georgia educator.	2:50	8:35
BUSINESS BRIEF	The Dow Jones Index of Industrial Stocks celebrates its 100th birthday.	:35	9:10
PLAIN PEOPLE	(Part II) Growing up Amish is a lesson in tradition and a time of choice.	4:50	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:55
CHINESE DISSIDENT	Liu Gang, a leader in China's Democracy Movement, has escaped to the U.S.	2:55	18:50
BRAZIL SPIRIT	A Brazilian engineer claims to have unusual healing powers.	2:20	21:10
EURO NO GAS	Europeans pay about $5.00 per gallon.	2:40	23:50
INDIA CLASS	Indians can choose comfort or tradition.	2:35	26:25
PHILIPPINES	Magic is a growing hobby among executives.	2:20	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************
*    Don't touch that VCR!  CNN NEWSROOM and the NEWSROOM GUIDE   *
*  continue throughout the summer!  Encourage your students to   *
*      keep up with current events by staying tuned to CNN!      *
**************************************************************
```

TOP STORY: WHITEWATER VERDICTS

1. Summarize the verdicts handed down in the Whitewater trial of James McDougal, Susan McDougal and Jim Guy Tucker. Why were the verdicts surprising to some observers? Although the President and First Lady are not accused of any wrongdoing, why are their supporters afraid this case may have wider implications?
2. Distribute the RESOURCE (pg 4). Review the information to familiarize students with some of the individuals associated with this case. Then, have students invite a criminal trial attorney to explain some of the commonly used terms (e.g., fraud, special prosecutor). With his/her assistance, have the class create a second resource, a "Whitewater Glossary," that explains some of these terms in their own words.

HEADLINES

3. Encourage students to follow the results of Israel's election on the Internet: http://elections96-Malam.Macom.co.il

http://peres.org.il
http://www.likud.org.il

PROFILES IN COURAGE

4. What is the Kennedy "Profiles in Courage" Award? Is courage a particularly important value in a democracy? Explain. Why was Corkin Cherubini chosen as this year's award recipient?
5. Divide the class into groups. Distribute the HANDOUT (pg 3) and ask groups to brainstorm qualities of a courageous person. Each group member should complete the questions and begin to draft a quotation expressing his/her conception of courage.

EXTENSION: Have students create a "Badge of Courage" that celebrates one of their courageous persons. Students may create an abstract image, a collage or a certificate or plaque.

PLAIN PEOPLE: PART II

6. BEFORE VIEWING: Have students write for three minutes about one important decision they have made. While writing ask them to consider factors that led to their decision. AFTER VIEWING: Ask: What is a rite of passage? Is it similar to or different from the decisions students discussed? Be specific.
7. What is the purpose of a rite of passage? How do these rites guide young adults into the next stage of life? Evaluate the Ruhmshpringa: Does it prepare the young Amish for adult life within, or outside of, their church? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Whitewater conspiracy fraud Corkin Cherubini
educational apartheid Profiles in Courage Ruhmshpringa

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: PROFILING COURAGE

DIRECTIONS: In your group, list 7 characteristics of courage. Be prepared to discuss why you have selected these words. Not all members have to agree with all of the characteristics you have discuss; however, try to reach a consensus on most of the list.

a. _____ d. _____ g. _____

b. _____ e. _____

c. _____ f. _____

2. List 3-4 people whom your group considers unusually courageous. Your list can include local, national or international figures but the rest of the class should be familiar with the persons on your list.

a. _____ c. _____

b. _____ d. _____

3. Discuss whether or not your "characteristics of courage" fits these individuals. Be specific about HOW the individuals you've selected demonstrate these traits.

4. As a group, create a quotation that expresses your ideas about what courageous people do.
   a. First, share some of your favorite quotations within the group. What are the qualities of a good quotation?

   b. Begin drafting your courage quotation in the space below. Be prepared to share your quotation with the class.

QUOTE:

***** ** ** *
* * * * * *
* * * * * *
******** ** **

A WHITEWATER
STUDENT RESOURCE: WHO'S WHO

Below are some of the major players who are part of the unfolding "Whitewater" drama. The name "Whitewater" refers to a land investment owned jointly by James B. and Susan McDougal and Bill and Hillary Clinton, before Mr. Clinton was elected to the presidency. The McDougals also owned a Savings and Loan (bank) that was seized by the government at a cost of $47 million to U.S. taxpayers. The Whitewater trial focused on charges of fraud against the McDougals and Arkansas Governor Jim Guy Tucker. Pres. Clinton, not charged with any wrongdoing, testified via videotape in their defense.

JAMES B. McDOUGAL, former Chairman of Madison Guaranty Savings and Loan and business partner of Bill and Hillary Clinton. The jury found Mr. McDougal guilty on 18 counts of fraud and conspiracy.

SUSAN McDOUGAL, former wife of James B. McDougal, found guilty on 4 fraud-related charges.

JIM GUY TUCKER, Governor of the State of Arkansas, successor to Governor Bill Clinton, convicted on 2 of 5 charges of fraud and conspiracy. Gov. Tucker stated yesterday that he will resign his office effective July 15.

DAVID L. HALE, former municipal judge and Little Rock businessman. After pleading guilty to 2 counts of defrauding the Small Business Administration (SBA) through his investment company, Capital Management Services, Inc., Mr. Hale became a witness for the prosecution. He has accused Mr. Clinton of pressuring him to make a $300,000 loan to benefit then-Governor Clinton and James McDougal.

W. RAY JAHN, lead prosecutor in the case.

SAM HEUER, lawyer for James McDougal.

KENNETH STARR, Independent Counsel appointed by a 3-judge panel of the U.S. Court of Appeals to investigate the Whitewater Affair.

CAROLYN HUBER, aide to the President and Ms. Clinton. Ms. Huber found previously missing records that show that Ms. Clinton did some legal work for Madison Guaranty Savings and Loan. These billing records had been subpoenaed by the Independent Counsel. Initially, Ms. Clinton's office had said they were lost.

***** ** ** *
* * * * * *
* * * * * *
******** ** **

NEWSROOM WORLDVIEW

CHINESE DISSIDENT: CHINA--POLITICS

1. Why did Liu Gang leave China? What are his hopes for China's future? Have students use news magazine articles to a) develop a list of political changes in China since the Tiananmen Square incident and b) identify any trends. Ask: Does the evidence suggest that change is occurring? Explain. To what extent do you agree with Liu Gang's statement that "democratization is the trend of the whole world"? Be specific.

INTERNET: http://christusrex.org/www1/svdc/svdc.html
http://www.ihep.ac.cn/cw/window.html

EURO NO GAS: EUROPE--GASOLINE--TAXATION

2. Why does gas typically cost more in Europe than in the U.S.? Group students and have each group gather data to construct a chart that compares car ownership per thousand population and other car ownership and mileage figures for the U.S. and for several western European nations. Ask students:
   a. What do your figures tell you about the importance and utility of an automobile in these different countries?

b. To what extent does this explain why Europeans would complain so little about high gasoline prices?

INTERNET: http://www.bilkent.edu.tr/Mirrors/thrace/europe.html
http://eatonsprings.com/eds/links.html

INDIA CLASS: INDIA--ECONOMIC CONDITIONS

3. What is the relationship between the standard of living and the number of children a family has in India? What is India's middle class "dilemma"? Identify the factors that typically compose measures of a "standard of living." What values underlie these factors?
   a. Use a typical standard of living to evaluate a middle class lifestyle in India. How well does the scale work? Are there other factors that should be considered if one were to create a standard of living scale to measure life in a more traditional society?
   b. Develop a standard of living scale that is appropriate for developing or traditional cultures. Does the definition of middle class and standard of living change with different countries? To what extent are these families trying to live a Western lifestyle rather than a middle class lifestyle?

INTERNET: http://www.webhead.com/WWWVL/india/india228.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

defiant dissident dialogue democratization charlatan
opportunist tradition dilemma middle class rivalry

```
******  **   **   *                                    Thursday, May 30, 1996
*       * *  * *  *
*       *  * *  * *
*********   **   ** NEWSROOM
```

```
*************************************************************************
*   This SPECIAL EDITION of CNN NEWSROOM was taped 1 hour before air    *
*  time for the most up-to-date results on Israel's election.  There    *
*   is no SCIENCE DESK and no closed-captioning for today's program.    *
*************************************************************************
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israeli voters make their choice in an election cliffhanger.	7:15	8:15
HEADLINES	ALBANIAN ELECTION RESULTS...VOTING FOR PEACE IN NORTHERN IRELAND...MISSION: 'SUCCESS' FOR SHUTTLE ENDEAVOUR...	1:00	9:15
PLAIN PEOPLE	(Part III) The Amish must compromise some traditions to make a living.	4:30	13:45
OUR WORLD	Seyi Fayanju wins the U.S. National Geography Bee.	:30	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:35	16:50
SCHOOL OF AMERICAS	At Fort Benning, Georgia, there is a program for Latin American officers.	2:20	19:10
LEBANON FISH	The groups fighting over Lebanese land are hurting the fishing business.	3:20	22:30
KISSINGER INTERVIEW	Henry Kissinger speculates about the new ties between China and Russia.	4:05	26:35
VIETNAM FESTIVALS	Spring time ushers in the festival season in Vietnam.	2:40	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
************************************************************************
*    Yesterday's national elections in Israel have far-reaching        *
*    implications for its neighbors as well as for the rest of         *
*      the world.  Stay tuned to CNN for the most up-to-date            *
*        information and analysis of this historic event.               *
************************************************************************
```

TOP STORY: ISRAELI ELECTIONS

1. Explain why yesterday's elections in Israel are so significant to the Mideast peace process. Which side did each of the two major candidates for prime minister represent? Why do you think the election was so close?
2. This election was the first direct election of a prime minister by Israeli voters. In groups, have students research to find out what effect this direct election has on the operation of government. How does it give the prime minister a true "mandate" from the voters? Does direct election of the prime minister make government more efficient? If so, how? Share information and discuss the potential drawbacks and benefits of a prime minister's direct election for the electorate and for minor political parties.

BEST COPY AVAILABLE

3. Distribute the RESOURCE (pg 3). Divide the class into groups, assigning to each group one of the categories listed on the RESOURCE (e.g., "History," "Land," etc.). Instruct each group to research and prepare an in-depth presentation on its topic, using the information given as a starting point. For example, the group whose category is "History" will want to focus its efforts on Israeli history since the nation's creation in 1948. Have each group present its information as well as a written report. Combine all reports into a classroom resource that students can refer to as they follow this historic election.

PLAIN PEOPLE (PART III)

4. Why have some Amish women resorted to working outside the home? Explain how this act is changing the role of the Amish woman.
5. After viewing, generate a class discussion about what students see as the pros and cons of the new entrepreneurial role of some Amish women for themselves, their families and their way of life. List the "pros" and "cons" on the board. Then challenge students to write essays that offer their views on whether or not the Amish woman's new role as "businesswoman" will help or hurt the Amish culture in the long run. Does this departure from tradition mean the end of a way of life, or does it help promote the survival of its members?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Labor Party Likud Party Shimon Peres Binyamin Netanyahu
Knesset commercial "cottage industries" latchkey kids

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT RESOURCE: PROFILE OF ISRAEL

Some key facts about the nation and people of Israel:

HISTORY: Israel was founded in 1948 as a haven for Jews on part of what was their biblical homeland. At the time, the area was known as Palestine and was ruled by the British. It was inhabited largely by Arabs, many of whom opposed a Jewish state. Today the Palestinians hope to establish their own state in the West Bank and Gaza as a result of Arab-Israeli peace agreements.

LAND: The nation of Israel comprises nearly 7,900 square miles (20,500 sq. km.). It is bordered to the west by the Mediterranean Sea, to the north by Lebanon, to the east by Jordan and Syria, and to the south by Egypt and the Red Sea. In the 1967 Middle East War, Israel captured the West Bank, the Gaza Strip and the Golan Heights. It has annexed the Golan, which Syria wants back in exchange for peace. Two-thirds of Gaza and approximately one-quarter of the West Bank have been returned to the Palestinian Authority since the 1993 Israel-PLO peace agreement.

POPULATION: At the end of 1995, Israel's population was 5.65 million. About 82% are Jewish and almost all the rest are Arabs, including 750,000 Muslims, 150,000 Christians and 90,000 Druse. The Arab population of the West Bank is estimated at about 1.2 million and that of Gaza at about 800,000.

GOVERNMENT: Israel is a parliamentary democracy. Israel's Parliament, the Knesset, has 120 members. Yesterday's election marked the first time that Israeli voters have directly elected their prime minister. The election pitted incumbent Prime Minister Shimon Peres of the Labor Party against challenger Binyamin Netanyahu of the Likud Party. Mr. Peres assumed the job of Prime Minister after the assassination of Prime Minister Yitzhak Rabin on November 4 of last year. Peres is a strong supporter of the Arab-Israeli peace process. Mr. Netanyahu has been an outspoken critic of the recent Arab-Israeli peace accords, arguing that they have jeopardized Israel's national security.

ECONOMY: The major industries are textiles, electronics, food-

processing and diamond-cutting. Israel also has an advanced arms industry but does not reveal its sales volume. The nation's chief crops are citrus fruits and vegetables. After 6 years of strong economic growth, Israel now enjoys a per capita income of about $16,000/year.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

CNN NEWS: "Key Facts About Israel," The Associated Press, 5/30/96.

***** ** ** *
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

SCHOOL OF AMERICAS: U.S.--LATIN AMERICA--ECONOMIC ASSISTANCE

1. Why are the protesters criticizing the School of the Americas? How do the school's supporters respond? Search for information on the types and amounts of aid the U.S. gives to Latin American countries.
   a. Categorize your entries to indicate type of aid -- military, agricultural, etc.
   b. Identify the countries that are the largest recipients of U.S. aid and their form of government.

   How is U.S. aid money used in Latin America? In your opinion, is the military aid component too large? Explain. Compose a letter to your congressional representative, either supporting or criticizing the school and/or other forms of U.S. aid.

INTERNET: http://www.eng.rpi.edu/dept/union/ifc/phi_iota_alpha/public_htm

LEBANON FISH: ARAB COUNTRIES--FOREIGN RELATIONS--ISRAEL

2. How has the Israeli occupation of southern Lebanon affected the traditional business of the fishermen? Have students examine the Israeli presence in southern Lebanon, mark their positions on a map and indicate how long they have held them.
   a. Why are they there? What other groups are affected by their presence?
   b. Is the problem of the fishermen just a side effect of a military conflict or do they deserve more direct concern?
   c. What course of action do you think the international community should take? Explain.

   Debate the issues, first in small groups then as a class.

INTERNET: http://www.mit.edu:8001/activities/lebanon/Map/m_tyre.html

KISSINGER INTERVIEW: CHINA--POLITICS; ASIA--POLITICS & GOVERNMENT

3. How does Henry Kissinger view China's changing role in Asia? What advice does he have for U.S.-Chinese relations? Is he a person whose opinion the U.S. government should respect? Why? Why not? Review and list Dr. Kissinger's "credentials" concerning world affairs.
   a. Are there any past incidents that might cause one to question his opinion?
   b. Would you respect his opinion regarding Asian politics? Why/Why not?

   In general, how does one become a reliable expert in any field?

INTERNET: http://www.igc.org/fair/extra/best-of-extra/kissinger-conflict.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

influential	vehemently	expedition	persecution	communiques
symbolism	destabilize	agnostic	nostalgia	evolution

```
******  **   **   *                                    Friday, May 31, 1996
*       * *  * *  *
*       *  * * *  *
*********   **   ** NEWSROOM
```

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Israeli election victory hangs by a hair, as does the Mideast peace process.	4:20	5:30
HEADLINES	HEZBOLLAH/ISRAEL ATTACK, COUNTERATTACK... N. IRELAND VOTES FOR TALKS REPRESENTATIVES	1:00	6:30
EDITOR'S DESK	Russia, Chechnya agree to cease-fire but continue fighting; India has a new Prime Minister, its second in less than 2 months; Guilty verdicts in Whitewater trial.	3:35	10:05
OUR WORLD	President Clinton supports kids' curfews.	:40	10:45
PLAIN PEOPLE	(Part IV) Amish life is, simultaneously, contradictory and a model of contentment.	2:25	13:10
LOOK AHEAD	NEXT WEEK: Children's Rights advocates	:40	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:05	15:55
BOSNIA REFUGEE	NATO soldiers oversee the transition to peace in Bosnia.	2:20	18:15
INDIA CASTE	Improvements may be ahead for those at the bottom of India's social ladder.	3:15	21:30
SPAIN BULLFIGHT	Young people face life and death in the Spanish bullfighting ring.	3:45	25:15
SPACE SEEDS	Students study the effects of outer space.	:55	26:10
SAFRICA	The life of the Bushmen is disappearing.	2:50	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

COPYRIGHT (C) 1996 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1996 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK

```
**************************************************************************
*    DON'T TOUCH THAT DIAL (or that VCR)!  CNN NEWSROOM and the          *
*  NEWSROOM DAILY GUIDE will continue throughout the summer!  Keep       *
*          up with global news all summer long with CNN!                 *
**************************************************************************
```

TOP STORY: ISRAELI ELECTIONS

1. Why do you think the vote was so close in the Israeli race for prime minister? How will the actual winner be determined? Explain how this close election underscores the divisions within Israel over the Mideast peace process.
2. What kind of role are religious conservatives and other groups playing in this election? Group students to a) research media resources for information on the different forces that are influencing Israeli politics and b) share their information. Which candidate does each political group support for prime minister and why? Have students apply what they have learned to make predictions about the ultimate outcome of this election.

EDITOR'S DESK: NEWSQUIZ (pg 4)

3. In honor of this week's National Spelling Bee, today's NEWSQUIZ is also a spelling quiz. Students must spell the answers to clues about names/terms in the news. Check students' answers and spelling: 1-Knesset; 2-Chechnya; 3-Netanyahu; 4-Amish; 5-McDougal (James or Susan) or Tucker (Gov. Jim Guy); 6-"Endeavour"; 7-Yeltsin; 8-curfew. Answer to the Geography Bee BONUS question (choose any one of the following): Albania or Northern Ireland (for peace talk representatives).

PLAIN PEOPLE (PART IV)

4. Generate a class discussion about students' overall impressions of the Amish culture. Are there aspects of the Amish lifestyle the students find appealing? interesting? appalling? Pose this scenario to students: You are an alien from another planet observing this community from a distance. What generalizations might you make about it? What might you find interesting or odd about its inhabitants? What might you learn by spending time with its residents? Challenge students to write essays in response and share them with the class.

MEDIA LITERACY: CHECKING RESOURCES

x. How familiar are students with the different kinds of media resources? Ask students to name such resources. List these on the board and discuss the kinds of information found in each. Group students and distribute a copy of the HANDOUT (pg 3) to each group. Have them follow the directions to locate and record information from print, electronic and on-line resources.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

absentee ballot politically correct secular pluralist
referendum utopian clutter value system contentment

***** ** ** *
* * * * * *
* * * * * *
******** ** **

MEDIA LITERACY
STUDENT HANDOUT: YOU FIND IT!

DIRECTIONS: How well do you think you know media resources? Test your knowledge by finding the answers to questions relating to stories on this week's CNN NEWSROOM. You must indicate the source you used and include dates and page numbers, where applicable.

WHERE COULD YOU FIND...

1. The names and leaders of Israel's political parties?

PARTY: LEADER:

a.
b.
c.
d.

SOURCE:

2. The percentage of Israeli Arabs who voted in Wednesday's election? _____% SOURCE: _____

3. Information on the lifestyle of the Amish? (Give one fact NOT presented in the series, "The Plain People.")

FACT:

SOURCE:

4. Statements on what the jurors in the Whitewater trial based their verdict?

STATEMENT:

SOURCE:

5. Attitudes/opinions of Russian citizens on Boris Yeltsin's truce with Chechnya?

ATTITUDE/OPINION:

SOURCE:

6. International attitudes/opinions on the truce with Chechnya?

ATTITUDE/OPINION:

SOURCE:

```
**   * ****** **       ** ***** ***** *   *  * ******
* *  * *      *         * *     *   * *   *  *     *
*  * * ****   *    *    * ***** *   * *   *  *    *
*   ** *       *  * * *      * * * * *   *  *   *     NEWS
*    * ******   **   **   ***** ***** *****  * ******  SPELLING BEE
```

DIRECTIONS: In honor of the National Spelling Bee finals in Washington, D.C., this week's NEWSQUIZ requires that you correctly spell the names or terms described below. Are you ready for a challenge? Let's see how well you can spell...

1. the name of Israel's parliament

2. the rebel republic that has negotiated a cease-fire to the 2-year civil war with Russia

3. the last name of the man who challenged Shimon Peres in this week's election for Prime Minister of Israel

4. another name for the "Pennsylvania Dutch"

5. the last name of any one of 3 convicted Whitewater defendants

6. the name of the space shuttle that returned to Earth this week

7. the last name of Russia's president

8. the term that describes Pres. Clinton's suggestion for fighting juvenile crime; or, a time to be "off the streets"

BONUS: The National Geography Bee was also held this week. Here's a geography bonus question: Name any other nation besides Israel that held an election this week.

```
*****  **    **    *
*      * *  * *  * *
*      *  **  *  * *
********    **    ** NEWSROOM WORLDVIEW
```

BOSNIAN REFUGEE: BOSNIA--REPATRIATION

1. Why are many people unable to return to their homes, or at least home territory, in Bosnia? Why does fear play such an important role? Are the agreements of the Dayton Peace Accords adhered to in the matter of repatriation? Assess the overall success of the implementation of the Peace Accords.
   a. List each specific element of the Accords.
   b. Gather information about the current situation and use a (+) or a (-) sign to indicate the success of the implementation. Include notes about real successes or continuing problems.

   Using your chart as a guide, how successful has the implementation of the spirit of the Accords been? What appear to be the major problems encountered in their implementation? Are the problems with repatriation generally included among the major areas of concern?

INTERNET: http://www.cco.caltech.edu/~bosnia/
http://www.axime.com/sarajevo/onasa/9603081005.html

INDIA CASTE: INDIA--RELIGION--HINDUISM; CASTE SYSTEM; SOCIAL LIFE & CUSTOMS

2. What is a "caste system" and how does it affect life in India? What factors appear to be eroding the divisions of the strict

social classes? Gather information about the caste system and how it is practiced in India today.

a. Create a chart showing the castes and the benefits, responsibilities and restrictions placed on each.

b. Although "untouchability" was officially outlawed in the Constitution of 1950, in what way is it still practiced?

c. How would India's social, political and economic structure change if the caste system was eliminated?

Write an essay supporting or criticizing the caste system, arguing the benefits to all from keeping or eliminating it.

INTERNET: http://www.indianconsulate-sf.org/indlink.html
http://webhead.com/WWWVL/India/india2.html

SAFRICA: SOUTH AFRICA--SOCIAL LIFE & CUSTOMS; ETHNOLOGY

3. Why are these Bushmen no longer able to practice their traditional culture? How have the changes affected their lifestyle? Have student groups search for information on the fate of similar cultures worldwide and compare and contrast findings.

INTERNET: http://aztec.co.za/biz/africa/bushman.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

resentment	orchestrated	enshrined	intimidating	status
birthright	tribalism	untouchable	urbanization	regime